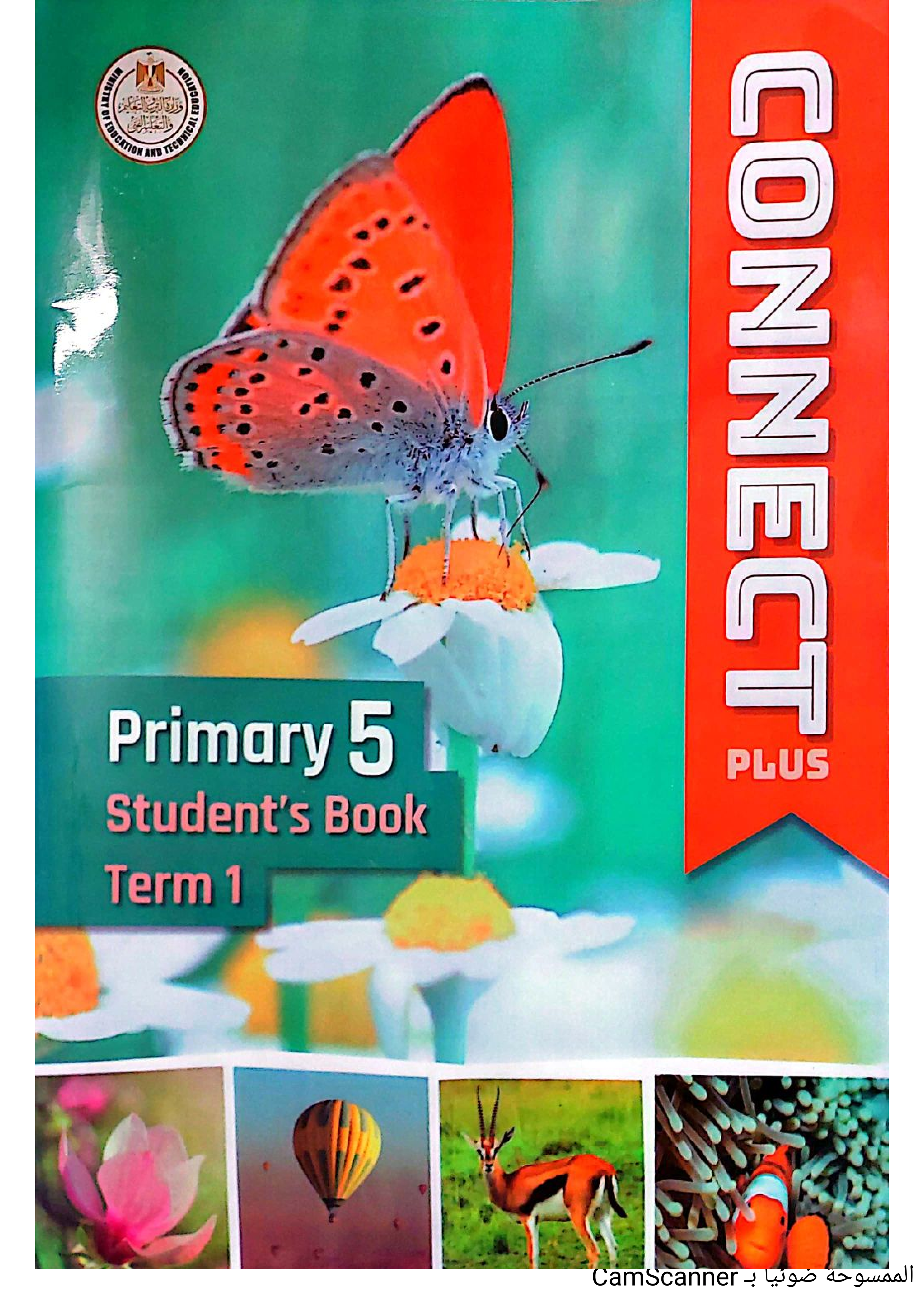
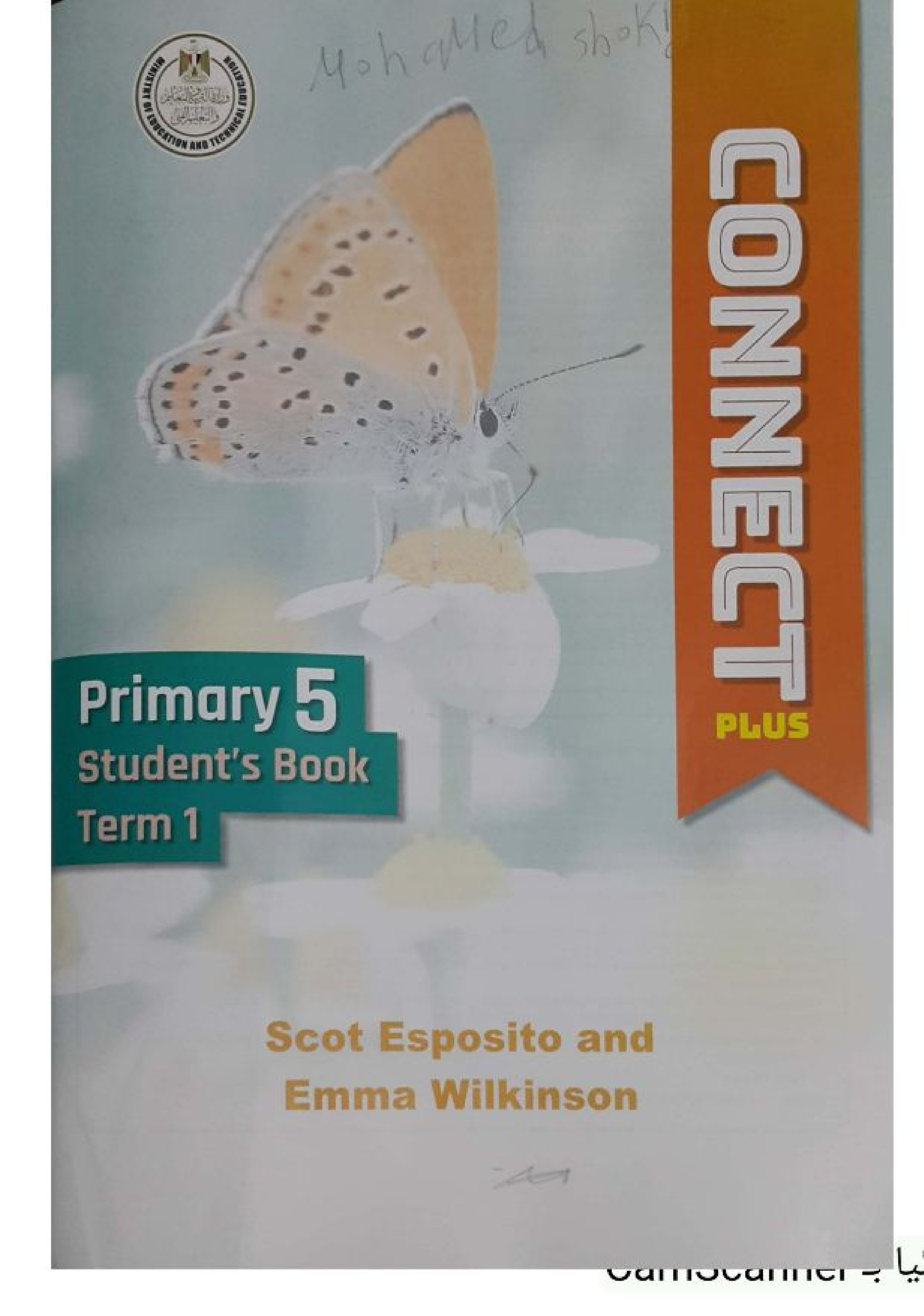


الممسوحة ضوئيا بـ CamScanner



Mohamed shoki
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
CONNECT
PLUS
Primary 5
Student's Book
Term 1
Scot Esposito and
Emma Wilkinson
CamScanner

Contents

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SCOPE AND SEQUENCE

Theme 1	I discover myself	
	Unit 1 Life in my world	Unit 2 Look around you
Vocabulary	Ecosystems: *area, community, desert, ecosystem, forest, freshwater, grassland, interact, living, marine, non-living, protect, rainforest, survive, wadi* Plants: *canopy, custard apple, medicinal plant, pollen, seed, thick leaves, soil* Animals: *butterfly, dugong, hummingbird, kingfisher, lizard, worm* Health and heart: *arteries, beat, blood, carbon dioxide, circulatory system, cough, exercise, illness, oxygen, veins*	Extreme weather: *dust storm, flood, hurricane, storm-chaser, thunderstorm* Geological features: *arch, canyon, crater, dune, erode, man-made, natural wonder, valley, wetland* Volcanoes: *ash, erupt, lava, mud flow, soil* Story: *basket, diary, flame, gentle, ribbon*
Language	*We learned about the area where they live.* *They live close to a mountain which is called Mount Sinai.* *I have a cousin who lives near a wadi.* Abstract nouns: *I wanted to show people the beauty of the Amazon rainforest.* *I hope your exhibition is a success.* *We will be hungry.* *Can we catch a rabbit to eat?* *Some rabbits might be dead.* *We must wait for rain.*	*People have eaten fish from the river for thousands of years.* *We have not visited Aswan.* *Has he traveled in a plane or train?* *Have you traveled on a ship? Yes, I have.* *When was it?* *I traveled to Greece last year.*
Reading	A report about a visit to a mangrove forest; a story about a mangrove tree; a story about hungry lions	A text about the wonders of Africa; a text about man-made wonders of Africa; a story about a storm-chaser; a poem about the volcanoes of Java; a story about a ride in a balloon
Writing	How to have healthy hearts; using linking words to say how to stay healthy; a story about an ecosystem	A talk about a visit to a natural or man-made wonder; a description of a geographical formation; a diary entry of a balloon trip and a flight in an airplane
Speaking	Comparing plants and humans; saying how to keep your heart healthy	Talking about places you have visited; asking and answering about experiences; giving a talk about a natural wonder; discussing extreme weather; discussing a poem
Listening	A description of a visit to Sinai; an interview with a wildlife photographer	A discussion about the Nile; a talk about a wonder of Africa
Life skills	**Problem solving, accountability:** the importance of helping the environment **Self-management:** looking after your heart	**Critical thinking:** understanding extreme weather **Resilience:** adapting to extreme weather
Values	**Appreciation of science** **Respect for the environment**	**Respect for the environment** **Curiosity** **Perseverance and cooperation**
Issues and challenges	**Citizenship** **Environmental responsibility**	**Environmental responsibility**
Integrated cross-curriculum topics	**Science:** heart health	**Geography:** geological features
Review 1		
Non-fiction reader: *Incredible places around the world*		

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Theme 2	Myself and others	
	Unit 3 How we use our world	Unit 4 We're on the move
Vocabulary	Natural resources: *coal, date, economy, fertile, flax, fossil fuels, linen, mud, raw materials* States: *boil, gas, fixed shape, freeze, liquid, melt, solid* Physical properties: *bend, comfortable, hard, mass, odor, rough, soft, sticky, texture* Stories: *dig, flamingo, hole, sink, shovel, skeleton, tunnel*	Forces when riding a bike: *brake, pull, push, ride, speed, wheel* Other forces: *friction, hook, rope, spring, tire* Stories: *crease, feather, land, tip, vertically, wing* Jobs in science and related words: *astronaut, engineer, pilot, planet, skateboard*
Language	*If we go to the museum, we will see dinosaur bones.* *If it snowed in October, I would be very surprised.* *"I like going to the sports center," said Fares.* *Fares said he liked going to the sports center.*	*They like museums, don't they?* *This bird can fly, can't it?* *He'll call you tomorrow, won't he?*
Reading	A text about what we can do with natural resources; a story about looking for dinosaur bones; an article and quiz about resources in ancient Egypt; a story about a blind girl; a story about an experiment	A story about a boy learning to ride a bike; instructions for how to make paper airplanes; a story about flying shoes; a story about the first man to fly
Writing	Quiz questions; developing a topic; writing a report about a place you have visited including facts, details, and definitions	Sequencing words; writing an email to a friend about a job; an email to a friend about an imaginary meeting
Speaking	Describing possible situations; describing objects in the classroom; asking and answering questions about natural resources; reporting what people say	Saying how you use forces at home or at school; guessing the results of an experiment; talking about gravity and why things can fly; discussing jobs and how to get them; talking about inventions
Listening	A describing game	A visit to a science museum
Life skills	**Problem solving:** using renewable resources	**Creativity and participation:** making paper airplanes **Decision making and communication:** predicting the results of an experiment
Values	**Appreciation of science** **Curiosity**	**Appreciation of science** **Curiosity**
Issues and challenges	**Environmental responsibility**	**Citizenship**
Integrated cross-curriculum topics	**Science:** natural resources	**Science:** motion and types of force
Review 2		
Fiction reader: *Jubari Searches for Home*		

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LET'S REMEMBER

LESSON 1

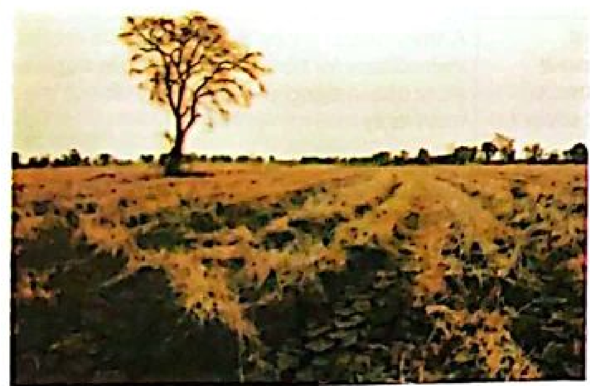
1 Write the words in the correct group

1 skeleton, blood, ______, ______
2 mammals, reptiles, ______, ______
3 cab, ferry, ______, ______
4 coastal, desert, ______, ______
5 beans, garlic, ______, ______
6 button, sleeve, ______, ______
7 landslide, flood, ______, ______
8 website, blog, ______, ______

birds erosion
fish heart
herbs
instant message
jewelry linen
mountainous
muscles
polar rocket
spices subway
tsunami vlog



2 Listen and write



1 *Drought happens where there is not enough rain for a long time.*



2 ______



3 ______

4 ______

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3 Order and write

1 largest / in / Cairo / the / Egypt / city / is

____

2 eat / You / unhealthy / shouldn't / too many / they're / candies / because

____

3 solar energy / will / future / Airplanes / the / in / use

____

4 talking / we're / recycling / about / Today

____

5 eat / We / our / often / bread / with / meals

____

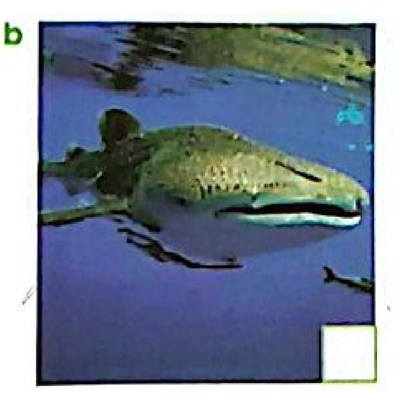
6 children / The / game / playing / a / were

____

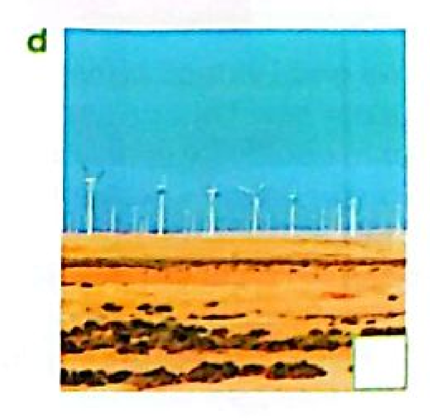


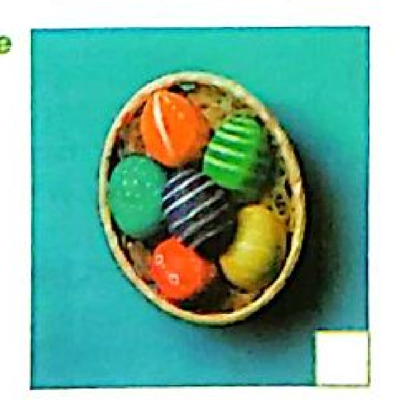
4 Listen and number

a


b


c


d


e


f


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LESSON 2



1 Read and check ✓ or cross ✗

1 Our skeleton is made up of all the muscles in our body. ☐

2 There are five types of vertebrates: mammals, reptiles, amphibians, fish, and birds. ☐

3 Red, yellow, and blue are secondary colors. ☐

4 When you touch-type, you can type without looking at the keyboard. ☐

5 Congestion can be a problem in big cities. ☐

6 If the polar ice caps melt, sea levels will rise. ☐

7 Senet is the world's newest board game. ☐

8 The desert is a good place to get tidal energy. ☐

2 Read and complete

blogs explaining messages practice presentation vlogs

Tarek: Hi Adam, what are you doing?

Adam: Hi Tarek. I'm doing my homework. We have to give a 1 ______________ about different types of communication.

Tarek: That sounds interesting! What type are you studying?

Adam: I like reading about lots of different topics, so I think 2 ______________ are interesting. It's great that people can write about their ideas and share them online.

Tarek: I like 3 ______________. People make some great videos sometimes!

Adam: There are lots of different ways to communicate now. We can send 4 ______________ more quickly than people could fifty years ago.

Tarek: Yes, it's much quicker and easier. When do you have to present your work?

Adam: On Tuesday, but I'm nervous. I don't like talking to lots of people.

Tarek: Don't worry, you're good at 5 ______________ things. I can help you 6 ______________. Remember to speak slowly, smile, and try to look confident!

Adam: Thank you, that's useful advice!

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3 Rewrite the sentences with capital letters

1 wael lives in alexandria in egypt.

____

2 my friend maher speaks arabic, english, and french.

____

3 my teacher mrs azza is from luxor.

____

4 Complete the table of past simple verbs

be cook do have play smile

Regular verbs	Irregular verbs

5 Write the plural forms

1 man _______________ 2 child _______________

3 person _______________ 4 woman _______________

6 Write the missing punctuation in these sentences

1 do you like cooking Mona

____

2 The store sells clothes jewelry and bags

____

3 we visited qaitbay fort last year.

____

7 Number the steps of making a presentation

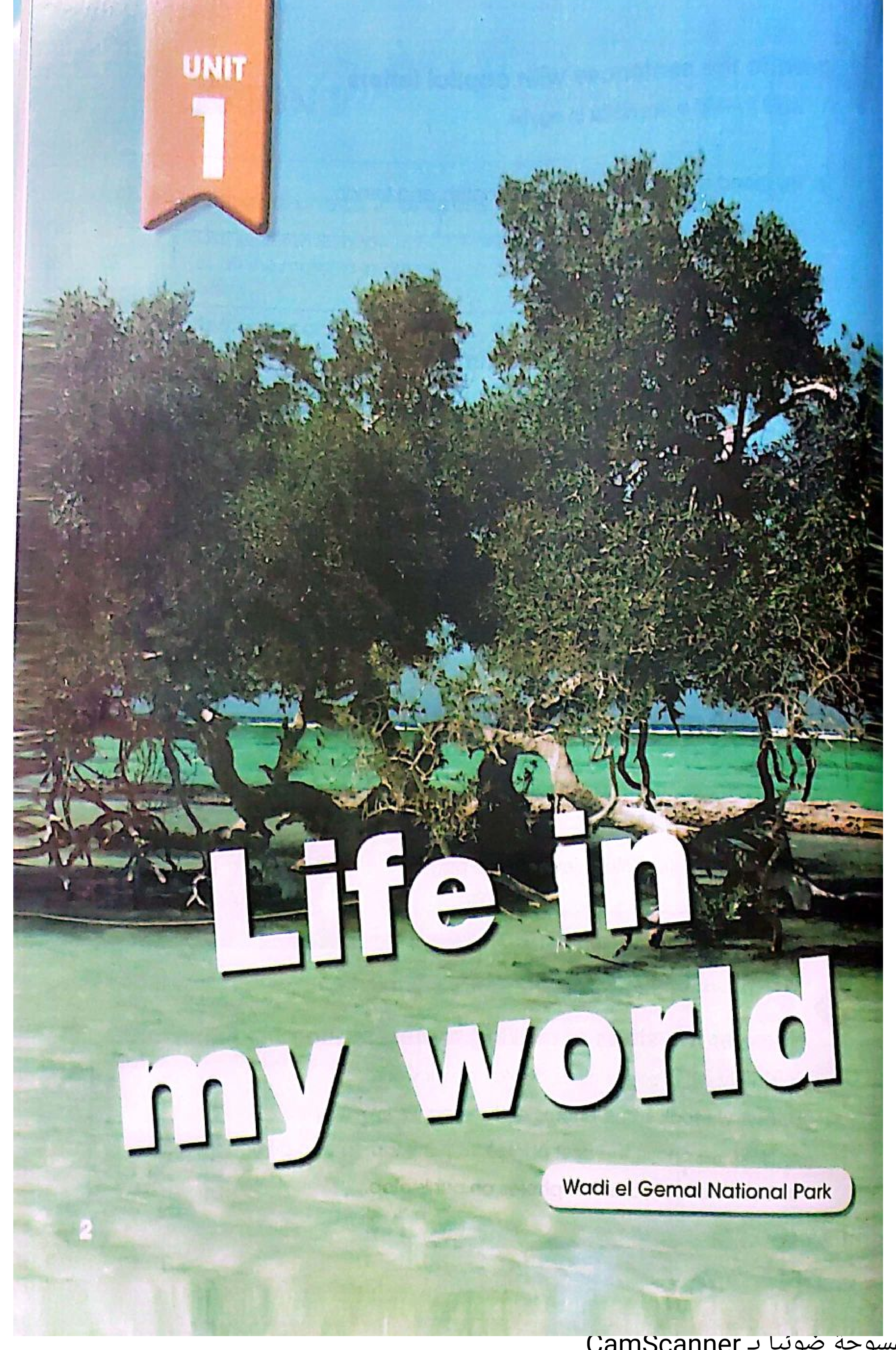
a Finally, we made a class display of our work. ☐

b First, we took some photos of the area we live in. ☐

c Next, we chose the best photos from the laptop and printed them. ☐

d Then we looked at the photos on our laptop. ☐

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In this unit I will ...



- understand a story about a visit to a marine ecosystem.
- understand and use relative clauses.
- read and understand a story about a mangrove ecosystem.
- listen to and understand an interview with a wildlife photographer.
- understand and use abstract nouns.
- use linking words to write about how to stay healthy.
- read and understand a story about a grassland ecosystem.
- revise and use *will, can, might, must, can't* for predictions, offers, possibility, and obligation.

Look, discuss, and share

1 What can you see in the photo?

2 What kinds of animals do you think live here? What do you think they eat?



Did you know?

The dorcas gazelle never needs to drink! It gets all the water it needs from plants.



Find out

How do plants and animals in the desert get water?

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LESSON 1 A GREAT TRIP!



1 Read and listen to Heba's report about a school trip. What lives in the mangrove forests?

Our School Trip to Nabq National Park by Heba Osman

Nabq is a very big National Park in South Sinai. Along the coast here, there are 4.8 kilometers of mangrove forest, which is the largest in the Red Sea. We went there to learn why mangrove forests are so important for the marine ecosystem.

When we arrived at the beach, we saw trees growing out of the sea! Most trees can't grow in salt water, but mangrove trees can. They have amazing roots which grow high out of the water. These roots help them get oxygen. When I touched the trees' leaves, they felt very **thick**. These special leaves stop the plants losing water when it's very hot.

We learned that mangrove trees help the environment in many ways. Mangrove trees **protect** the **non-living** things and the **living things** in the marine ecosystem. When there are storms, their deep roots stop the sand washing away. The forests are also a safe home for many animals.

Hundreds of different kinds of fish, birds, insects, and other animals live in the mangrove forests. We could see many little fish swimming in the shallow water among the roots of the trees, where bigger fish and other animals couldn't catch them. That is how mangrove trees help young fish **survive**.

The leaves of the mangrove trees take four times more carbon dioxide from the air than other kinds of tree. Mangrove trees help us with global warming.

We also saw small yellow flowers on the mangrove trees. There were a lot of bees and other insects on them. Bees make a special honey from the mangrove flowers. People say mangrove honey helps fight some **illnesses** and diseases.

What I liked most about the mangroves was seeing all the different species making a **community**. The plants, animals, and insects all **interact** with each other to survive. I've never seen so many different species of **butterflies**! It was a great day.







2 Read again and answer the questions

1 Why did Heba's class visit the mangrove forest? ____________________

2 What is special about the roots and leaves of the mangrove trees?

____

3 Why do little fish live under mangrove trees? ____________________

4 How can mangrove trees help us with global warming? ____________________

5 What do the bees make from the yellow flowers? ____________________

3 Ask and answer the questions with a partner

1 What are some of the living things in a marine ecosystem?

2 What are some of the non-living things in a marine ecosystem?

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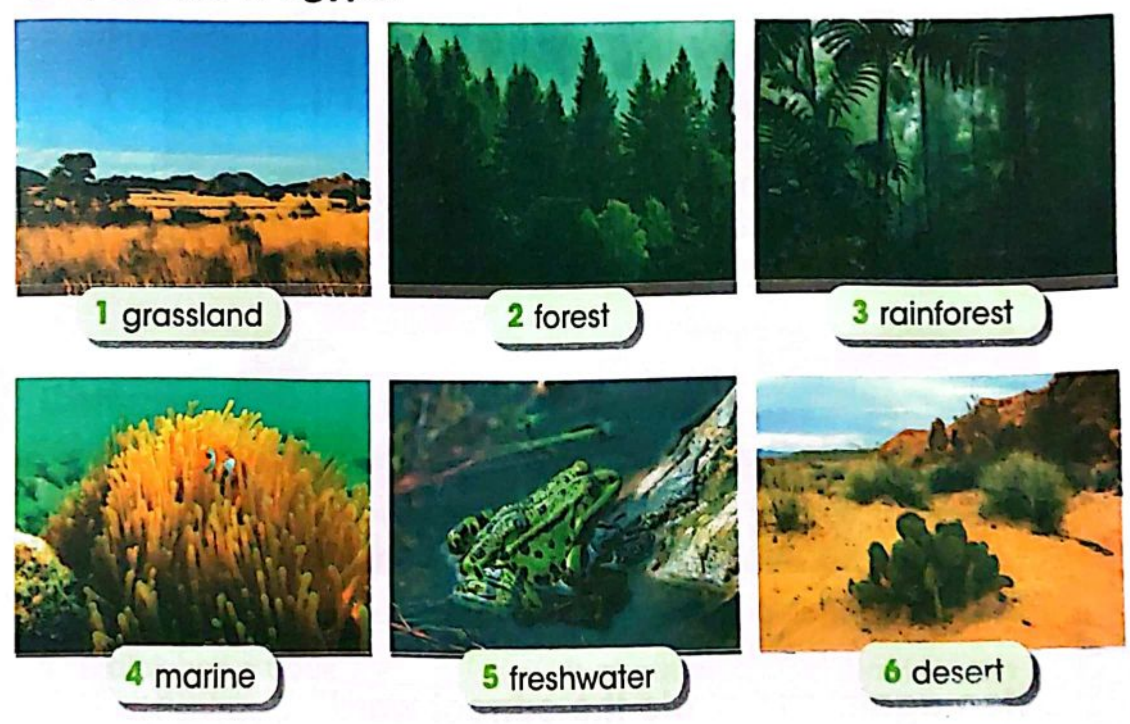


4 Read and complete the text with these words

animals area forest species soil

An ecosystem is all the animals and plants in an 1 ______________.
The ecosystem can be as small as a pond or as big as a 2 ______________.
In an ecosystem, living things such as plants and 3 ______________ interact with non-living things such as water, rocks, and 4 ______________.
The different 5 ______________ in an ecosystem make a community, and they all need each other to survive.

5 Look at the photos of different ecosystems. Which of these do you find in Egypt?





6 Read and think

Name some living and non-living things in:

1 a desert ecosystem
2 a freshwater ecosystem
3 a grassland ecosystem
4 a forest ecosystem



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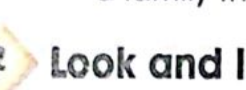
LESSON 2 LANGUAGE





1 Listen to the conversation between Tarek and his friend Adam. Check ✓ what they talk about

- places that Adam wants to visit ☐
- the place where Adam's cousins live ☐
- a family that lives near the sea ☐



2 Look and label the photos



1


____

2


____

3


____

4


____

3 Listen again and circle the correct word

1 Do you remember my cousin Seleem **who / where / which** lives in the Sinai Peninsula?
2 We learned a lot about the area **which / where / who** they live.
3 They live close to a mountain **who / which / where** is called Mount Sinai.
4 I have another cousin **which / where / who** lives near a wadi.
5 A wadi is an ecosystem **where / which / who** is normally dry.
6 We met a man **who / which / where** works in a garden.

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Use the words to complete the rules for relative clauses. Use the sentences in Exercise 3 to help you

which where who



1 We use ______________ for people.
2 We use ______________ for things.
3 We use ______________ for places.

5 Match to make sentences

1 I have a friend who
2 Cairo is the city where
3 Lara always gives us figs which
4 These are the girls who
5 This is the store where
6 This is a medicinal plant which

a are from her garden.
b is good for tired people.
c are very good at science.
d my cousins live.
e lives in Alexandria.
f you can buy some sweet oranges.

6 Complete with *who, which,* or *where*

1 Do you know my aunt ______________ lives in New York?
2 I know a nice place ______________ we can go for a holiday.
3 Younis is a boy ______________ wants to be a scientist.
4 Malak has a book ______________ is about medicinal plants in the Sinai Peninsula.
5 Do you know the house ______________ my grandparents live?
6 I have a friend ______________ is very good at tennis.



Did you know?

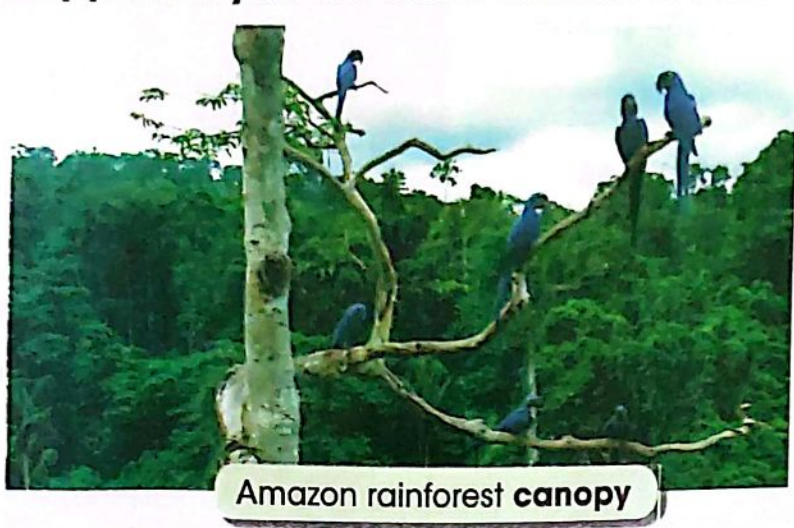
Sharm el-Sheikh is now a 'green city' because its hotels use solar energy and all its buses are electric.

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LESSON 3 A RAINFOREST ECOSYSTEM

1 Listen to a teacher talking to a photographer. What happens if you cut down trees in a rainforest?


Amazon rainforest **canopy**


Malak Habib, wildlife photographer

2 Listen again and complete the sentences

ecosystem interact living things seeds survive trees

1 Malak wanted to learn more about the Amazon rainforest because a lot of people are cutting down the ____________.

2 The Amazon rainforest is a very important ____________.

3 All the ____________ in the rainforest need each other.

4 Custard apple trees help many animals ____________.

5 The animals take the tree's ____________ to other parts of the forest.

6 Malak wanted to show people how all the parts of the forest ecosystem ____________.



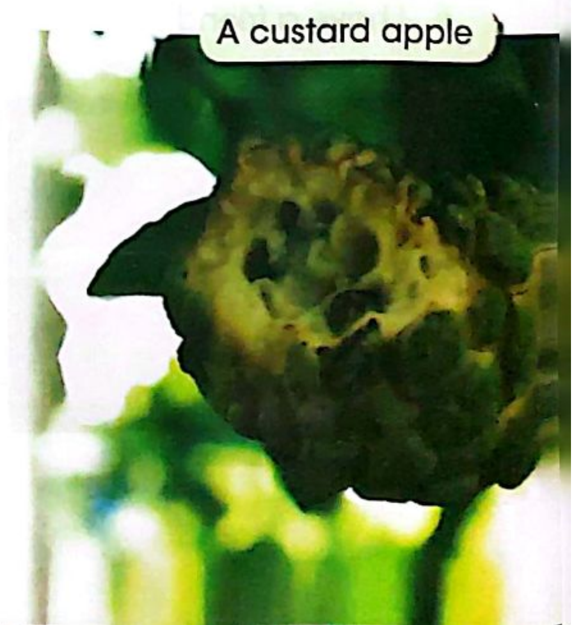
3 Ask and answer with a partner

1 Where is the Amazon rainforest?

2 What do custard apples taste like?

3 How do animals and fruit trees help each other?

4 Is it easy to be a wildlife photographer? Why?


A custard apple

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4 Match to make sentences from the interview. Are the bold words adjectives or nouns?

1 I wanted to show people the **beauty**
2 You need to have
3 **Luck** is also
4 My **goal** was to show people
5 I hope your exhibition

a quite important!
b is a **success**.
c of the Amazon rainforest.
d how all parts of the forest ecosystem interact.
e a lot of **patience**.



5 Write the words in the correct box in the table

~~beautiful~~ beauty luck lucky patience patient success successful

Adjective	Abstract noun
beautiful	



6 Research the rainforest ecosystem. Find three more plants and animals which help each other. You can use this idea and find your own ideas



flowers hummingbirds



7 Work in pairs. Find images and present your work

Tip! You can use technology to make your presentation more interesting and interactive.

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LESSON 4 STORY: IN THE MANGROVE TREE



Match the words to the photos below. Check in a dictionary

1 dugong 2 kingfisher 3 lizard 4 pollen 5 worm



Read and listen to the story. Will life be better or worse for the animals in the future?

In the mangrove tree

A **kingfisher** was visiting her old friend, the **lizard**, in a mangrove tree. She flew down and sat next to the lizard.

"You look sad," said the kingfisher to the lizard. "What's the matter?"

"People came and cut down some trees. The trees protected the worms and the fish we eat, but now it's difficult to find food."

"Oh no!" said the kingfisher, looking worried. "I'm hungry."

Suddenly, a **dugong** came up out of the sea.
"Hello Dugong!" said the lizard, **surprised**.
"Hello Lizard. Hello Kingfisher. I have some bad news," said the dugong.
"What is it? Are the people back again?" asked the kingfisher.
"Yes, they are. Can't you hear them?" replied the dugong.
The lizard and the kingfisher listened carefully. They heard trucks and people shouting.
"Oh no. How many more mangrove trees are they going to cut down?" cried the lizard.

At that moment, the animals heard a buzzing sound. There were three bees buzzing around the tree.
One of the bees flew close to the other animals and said, "The people are not going to cut down more trees. They are going to plant other mangrove trees. They understand that they made a mistake. They have learned that the mangrove trees are important, so they're planting new ones. They brought us here to help the trees grow."

"How will you help the trees grow?" asked the dugong, confused.
"We carry **pollen** from one plant or tree to another and that helps them to make seeds," explained the bee.
"So, is life going to get better here?" asked the kingfisher.
"Yes, it is," replied the bee, smiling.

"Good!" said the lizard and the kingfisher together. "We're hungry!"











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3 Read again and circle the correct word

1. The animals can't find enough **trees / food** to eat.
2. The **kingfisher / dugong** says that the people are back.
3. The animals **see / hear** the people and trucks.
4. The **dugong / bee** says that the people are not going to cut down more trees.
5. The **people / kingfisher** brought the bees to the mangrove.



4 Match these sentences from the story with the meaning of the words in bold

1. "Oh no." said the kingfisher, looking **worried**.
2. "Hello Dugong!" said the lizard, **surprised**.
3. "How will you help the trees grow?" asked the dugong, **confused**.

a. You find it difficult to understand something.
b. Something happens and you didn't think it would happen.
c. You feel unhappy because you're thinking about problems or things that could happen.



5 Read the story again. Ask and answer the questions with a partner

1. What problem does the lizard talk about at the start of the story?
2. What was the reason for this problem?
3. Why do the animals think the problem will get better soon?



6 Look at the photos. How do you think each one helps the ecosystem in the mangrove?

1

2

3

4

5


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LESSON 5 I HAVE A HEALTHY HEART



1 Complete the text with these words. You can use a dictionary to help you. Listen and check

Arteries blood carbon dioxide oxygen Veins

Are plants similar to humans?

In some ways, humans are similar to plants. Think about our **circulatory system.** Instead of water, our veins and arteries carry 1 ____________ around our bodies. 2 ____________ move blood away from our heart. 3 ____________ carry blood to it. The nutrients and 4 ____________ that we need are in our blood. But we don't use 5 ____________ like plants do.

Humans need sunlight, too. We can't make our own food, but we get vitamin D from sunlight. This can help protect us from getting sick. Sunlight also makes a lot of people feel happy!



2 Read the quiz and answer the questions

How well do you know your heart?

1 How often does your heart beat?
- a about 70 times a minute
- b about 100 times a minute
- c about 30 times a minute

2 What does your heart do?
- a moves air around your body
- b moves water around your body
- c moves blood around your body

3 How fast does a new born baby's heart beat?
- a faster than adults' hearts
- b slower than adults' hearts
- c the same as adults' hearts

4 How does blood move to your heart?
- a in your veins
- b in your arteries
- c in your bones

5 What things are good for your heart? Circle two things.
- a doing the right amount of exercise
- b eating healthy food
- c playing video games



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3 Now check your answers!

1 a 2 c 3 a 4 a 5 a and b

4 Read and circle



Your heart 1 **beats / moves** over 100,000 times a day! So it's important to keep your heart healthy. When you walk, run, swim, or cycle, you make your 2 **blood / heart** work harder. If you 3 **play video games / exercise** regularly, your heart works better and you can get the minerals, nutrients, and 4 **oxygen / water** you need more easily.

5 Look and read. What can people do to keep their heart healthy?

I try to eat food that is good for my heart, like fruit, vegetables, and fish.



I play sports with my friends. I like being outside and exercising.

I find time to relax! This can keep your heart healthy, too.





6 Write a sentence about what you do to keep your heart healthy

____

____



7 Ask and answer with a partner

1 What other things to eat are good for your heart?

2 How often should you exercise a week?

3 What can people do to relax?

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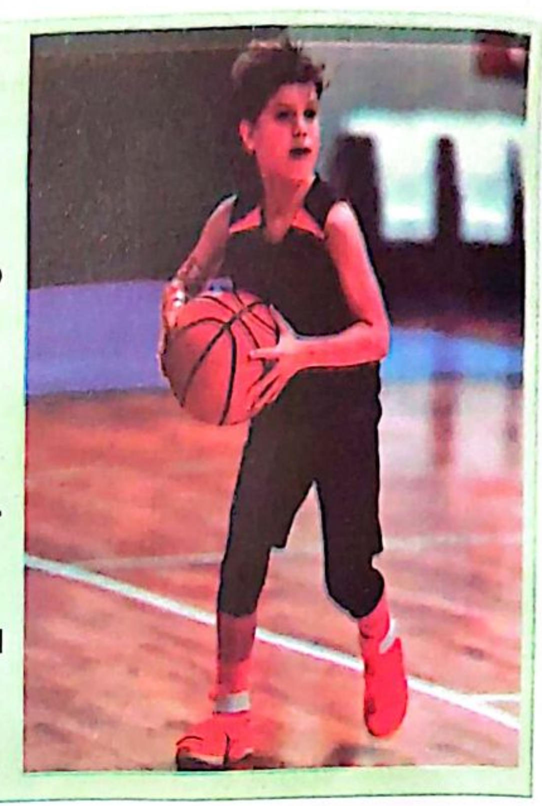
LESSON 6 WRITING: LINKING WORDS

1 Read about Seleem. How do Seleem and his family stay healthy?

Seleem is a healthy boy. He loves sports. He plays tennis, football, and basketball. He eats healthy food like fruit, vegetables, and rice. He doesn't eat a lot of chocolate because he knows that this food isn't very healthy. In the evening, he wants to relax, so he reads a book.

"I do a lot of exercise because it's good for me," says Seleem. "Your heart is very important so you have to keep it healthy." Seleem is right. It's important to do exercise.

He has a healthy family, too. His sister Amira plays tennis and his sister Dina plays football. His mom walks to work and his dad rides his bike, but they don't play sports. His sisters like to listen to music to relax. It's important for our hearts to relax, too.



2 Read about Seleem again. Circle the linking words *and*, *but*, *so*, and *because*

3 Complete the rules with the linking words in the box

but because and so and

1 You can use ____________ to link different things in a list.

2 You can use ____________ to link two similar sentences.

3 You can use ____________ to show a contrast. For example, we can link a positive and a negative sentence.

4 You can use ____________ to show a reason for something. It links two sentences.

5 You can use ____________ to show the result of something. It can link two sentences.

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4 Complete the sentences with *and, but, so,* or *because*

1. Nadine goes to the pool ____________ she loves to swim.
2. Maggie doesn't like feeling tired in the morning, ____________ she goes to bed early.
3. Last weekend, we went to the beach ____________ we swam in the sea.
4. Hany likes to play basketball, ____________ he doesn't like to play football.
5. Fish, chicken, ____________ beans are all healthy food.



5 Rewrite the sentences using a linking word

1. Wael likes fish. He doesn't like lamb.

   ____

2. Talia eats dates. She eats pomegranates. She eats figs. ______________________________

3. I went to the library. I needed a book.

   ____

4. Lara wants to keep her heart healthy. She does exercise.

   ____

5. Walid and Shady went to the park. They played tennis.

   ____



6 Write about how to stay healthy using linking words *and, but, because,* and *so*



- Explain how you and your family stay healthy.
- Say what you eat and what you don't eat.
- Say what sports or physical activities you do.
- Say what you do to relax.



Remember to use a comma after each word in a list:

They play football, basketball, and tennis.



Use linking words (*so, and, because, but*) to connect your ideas and express yourself naturally.

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LESSON 7 STORY: WAITING FOR THE RAIN



1 **Listen to and read the story. Why did Mother lion smile?**

Waiting for the rain

It was another long, hot day in the grassland. Cub was with his mother, and he lay in the sunshine. But his mother looked worried.

"I hope it rains soon," she said.

"Why do you want it to rain?" asked Cub. "It's lovely and warm. We can play in the sunshine."

"If it doesn't rain, the grass won't grow. Then we will be hungry," she answered.

Cub started to laugh. "What do you mean? We eat meat, not grass!" He ran away to play with his brothers and sisters, but his mother looked at the sky and worried.

Two weeks later, it was still hot, and the ground was hard. There was no rain, and the plants were brown. Now, Cub had a strange feeling in his stomach: **hunger**. "Can we catch a rabbit to eat?" he asked his mother.

"I can't find any rabbits," she said sadly. "Some rabbits have gone to other places. Some rabbits might be dead."

"Why?" asked Cub.

"Because there isn't any rain. Without rain, the grass can't grow. If the grass doesn't grow, the rabbits don't have any food."

"Then we don't have any food!" answered Cub. Now he understood. "What can we do?"

"We must wait for rain. If it doesn't rain, we must move to a different place."

"So let's go! We can't stay here without food!" said Cub, who was very worried now.

His mother smelled the air. She saw a thin gray cloud start to move through the blue sky.

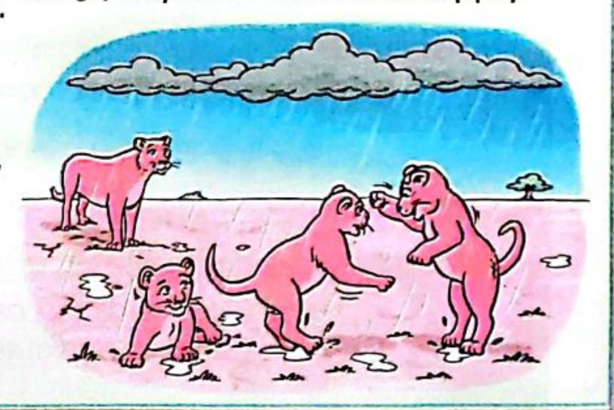
"Let's wait one more day," she said.

Cub went to bed hungry, but in the morning, he woke up to hear rain falling on the ground.

He ran outside with his brothers and sisters, and they played in the cool water. Mother lion smiled.

"Do you like the rain now, Cub?" she asked.

"Yes, I do! Now the grass will grow, the rabbits will come back, and we won't be hungry anymore!" said Cub, happily.



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2 Read the story again. Ask and answer the questions with a partner

1 How did Mother lion feel at the start of the story? Why?

2 How did Cub feel after two weeks?

3 What did Cub understand?

4 What did Mother lion see in the sky? Why was this important?

3 Match these sentences from the story with the meanings of the words in bold

1 Then we **will** be hungry.
2 **Can** we catch a rabbit to eat?
3 Some rabbits **might** be dead.
4 Without rain, the grass **can't** grow.
5 We **must** wait for rain.

a This is impossible.
b We have to do this.
c This is something we know about the future.
d We don't know if this is true or not.
e This asks if something is possible.

4 You are going to write a story. Choose one ecosystem and one problem from the boxes to write about

desert freshwater marine rainforest

cutting down trees global warming lots of tourists pollution

5 Now use your ideas to write a story about your ecosystem in your notebook

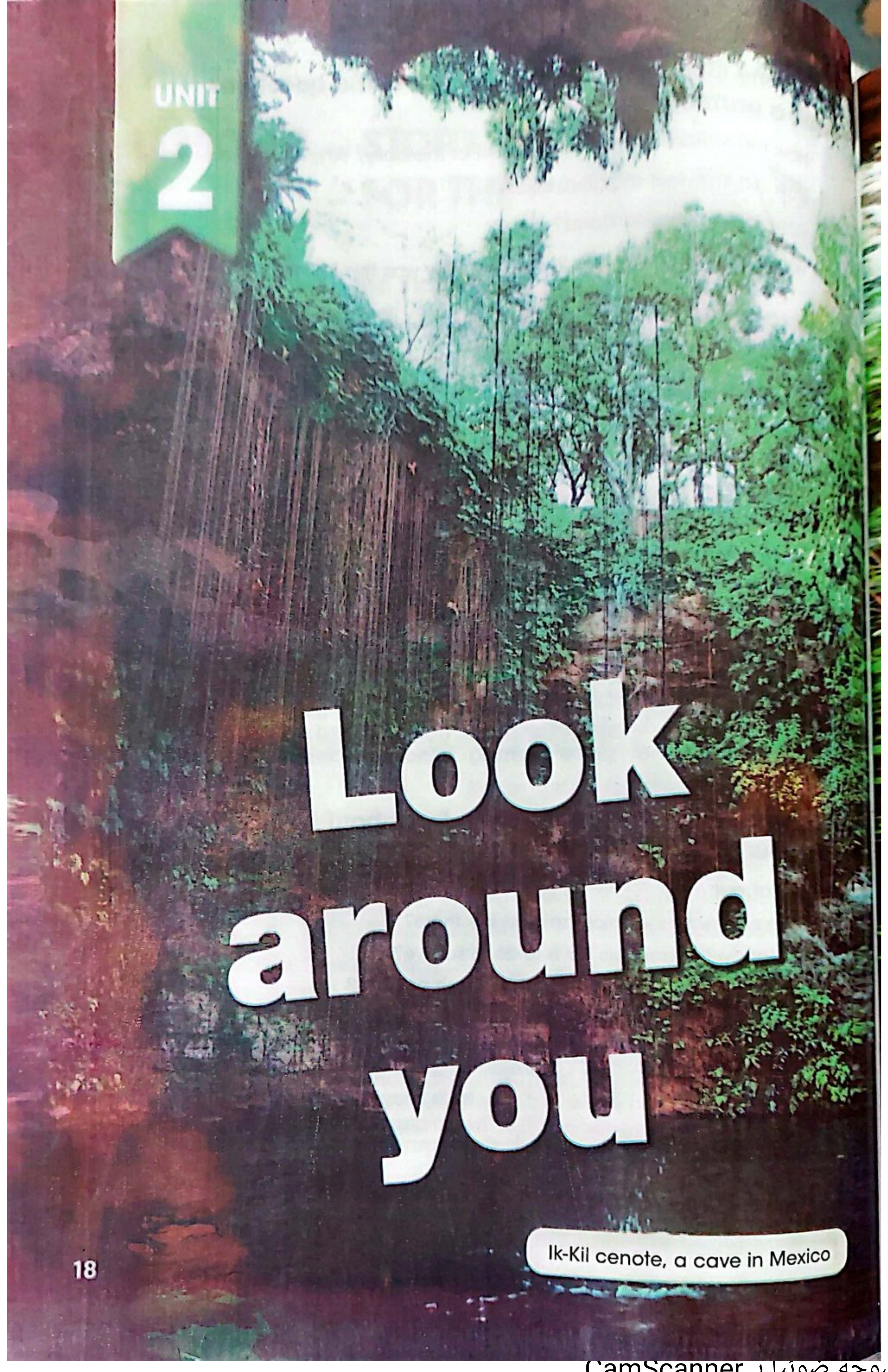
Think about:

- the characters – which animals live there?
- what do the animals have to do to survive?
- what problems might happen to these animals?
- the end of the story – what happens?



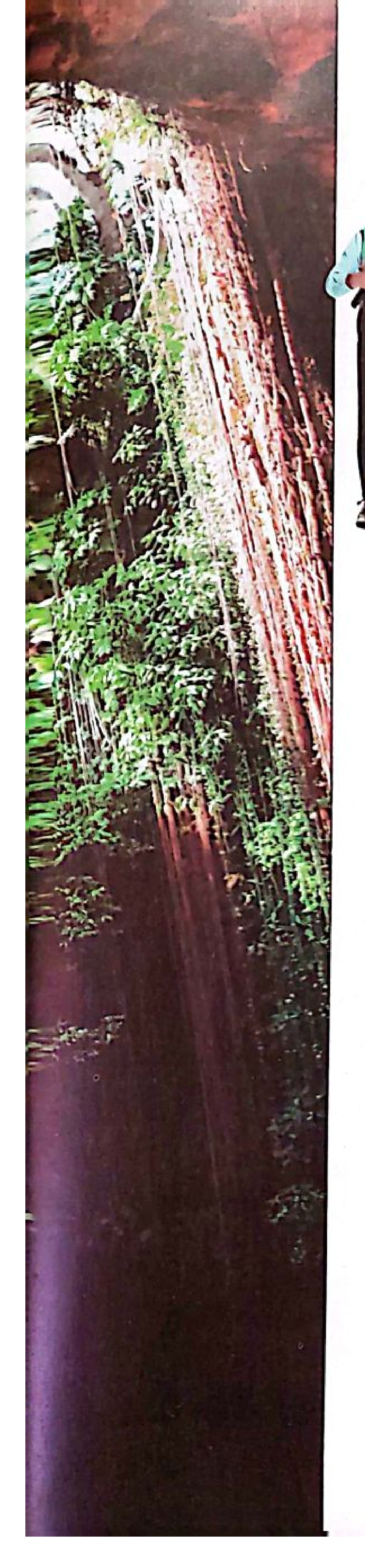
When you write a story, try to imagine how your characters feel. Use interesting adjectives to describe their feelings and actions.

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Ik-Kil cenote, a cave in Mexico

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In this unit I will ...

- learn words connected to geography, geology, and extreme weather.
- read and understand two articles about places in Africa.
- review the past simple and learn to use the present perfect.
- listen and understand people talking about important geographical features.
- understand a story about a storm-chaser.
- find out about volcanoes on the island of Java.
- write a description of an unusual geological formation and learn how to introduce a topic.
- understand a story about a balloon ride.



Look, discuss, and share

1 What can you see in the photo?

2 What weather do you think formed it?



Did you know?

There are thousands of cenotes in Mexico. People go swimming and diving in their cool, clear water.



Find out

Where in Africa can you walk in the canopy of a rainforest?

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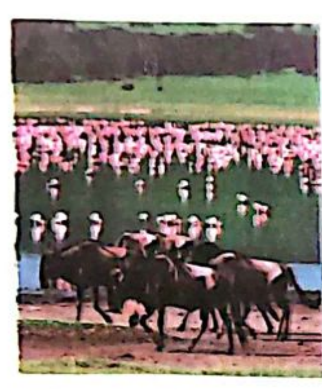


LESSON 1 WONDERS OF AFRICA

1 **Read the text. What do you think a natural wonder is?**

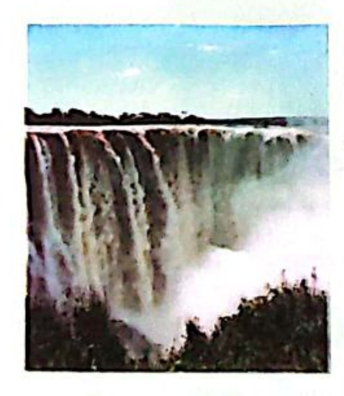
The African continent is an amazing place, with mountains, deserts, lakes, **valleys**, and rainforests. There are beautiful coasts, waterfalls, and volcanoes. It has some of the most famous **natural wonders** in the world. Let's read about four of these.

Ngorongoro Crater



The Ngorongoro Crater in Tanzania is the largest volcanic **crater** in the world. It formed when a volcano **erupted** millions of years ago. It is about 260 square kilometers. The sides of the crater are over 600 meters tall, and inside there are **wetlands** and forests. You can see lots of different animals, birds, and plants there. Many big animals live there, including lions, elephants, buffalos, and leopards.

Victoria Falls



This enormous waterfall is on the Zambezi River, on the border between Zambia and Zimbabwe. It's 1,708 meters wide and 108 meters high. Every minute, over 5 million cubic meters of water falls into a big canyon which the water has **eroded.** When the water falls, it makes a lot of noise!

Mount Kilimanjaro



Mount Kilimanjaro is made of three volcanoes. Scientists think that it hasn't erupted for 360,000 years. Mount Kilimanjaro is the tallest mountain in Africa, at 5,895 meters. Every year, about 25,000 people climb it, but it is difficult. The mountain is very big and has lots of different ecosystems. It starts in the hot grassland. Farther up, there are tropical rainforests, and at the top there is snow and ice.

The Sahara Desert



The Sahara Desert is the largest hot desert in the world (the Arctic and the Antarctic are bigger but are cold deserts). It covers eleven countries and is nine million square kilometers – that's about the size of the USA! Some of the sand **dunes** can be about 180 meters high. Although it is a very dry place, some plants and animals live here, and people have lived here for thousands of years, too.

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2 Read again and match the words to the definitions

1 canyon ☐
2 crater ☐
3 dune ☐
4 erode ☐
5 erupt ☐
6 valley ☐
7 wetland ☐

a changed or destroyed by rain, wind, the sea, etc.
b the large round hole in the middle of a volcano
c a low area of land between two mountains
d an area of land that is often covered by water
e a deep narrow place where a river runs between tall rocks
f send out smoke and fire (from a volcano)
g a hill made of sand shaped by the wind

3 Read and complete the numbers

5,895 260 108 25,000 360,000

1 The Ngorongoro Crater is ____________ square kilometers.
2 Victoria Falls is ____________ meters high.
3 Mount Kilimanjaro hasn't erupted for ____________ years.
4 Mount Kilimanjaro is ____________ meters high.
5 About ____________ people climb Mount Kilimanjaro every year.

4 Read and write the correct name

Mount Kilimanjaro Ngorongoro Crater Sahara Desert Victoria Falls

1 You can see grassland, rainforests, and snow here. ____________________
2 Water has changed the shape of this place. ____________________
3 There are very big sand dunes here. ____________________
4 You can see big animals, birds, and plants here. ____________________



5 Ask and answer the questions with a partner

1 Have you ever visited a mountain, a waterfall, or a desert?
2 Which of the places in the article would you like to visit? Why?
3 Why might you need to be careful in these places?



Did you know?

There are more than 20 deserts around the world. Asia has the most deserts of the continents.

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LESSON 2 LANGUAGE



1 Listen to Dina and her dad. What are they talking about?

2 Listen again and order the topics they talk about

a The ancient Egyptians ☐
b Food people get from the river ☐
c A visit to Luxor ☐
d How climate change affects the river ☐
e Geographical facts about the river ☐

3 Read and answer

a People **have eaten** fish from the river for thousands of years. **(the present perfect)**

b It also **gave** them food, like fish, and important plants, like papyrus. **(the past simple)**

1 Which sentence explains an action that started and finished in the past? ☐

2 Which sentence explains an action that started in the past and continues to the present? ☐

4 Complete the rules. Write *past simple* or *present perfect*

1 We use the ____________ to talk about actions that started and finished in the past.

2 We use the ____________ to talk about actions that started in the past and continue to the present. We can also use it to talk about an experience.

5 Use the words to complete the rules for the present perfect

To form the present perfect, we use:

Have/Has have/has haven't/hasn't

Positive	subject + 1 ____________ + past participle
Negative	subject + 2 ____________ + past participle
Questions	3 ____________ + subject + past participle + ?

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6 Read and match the verbs and past participles

Verb	Past participle
1 see	a traveled
2 visit	b made
3 eat	c told
4 make	d done
5 travel	e seen
6 tell	f eaten
7 do	g visited

7 Read and answer

There are regular and irregular past participles. Regular past participles end in *-d* or *-ed*. Which two past participles in Exercise 6 are regular?

__________ __________

8 Complete the sentences with the present perfect form of the verbs in brackets

1 Sherif __________ (eat) fish from the Nile and the Red Sea many times.

2 We __________ (not/visit) Aswan yet, but we want to.

3 __________ (he/travel) in a plane or train?

4 I __________ (tell) you this story already.



9 Ask and answer the questions with a partner. If the answer is yes, ask more questions

1 Have you traveled on a ship? When was it? Where did you travel to?

2 Have you eaten fish soup? Was it good?

3 Have you visited the desert? What was it like?





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LESSON 3 MAN-MADE WONDERS OF AFRICA

1 Look and read. Which is the newest man-made wonder?

Man-made Wonders of Africa

The natural world in Africa is beautiful, but people in this continent have made many incredible things, too.

Some of the most important **man-made** wonders are in Egypt: the Pyramids of Giza, the Sphinx, the temples of Abu Simbel, and the Valley of the Kings. People come from all over the world to visit these places and learn about Egypt's history. But there's a lot more to see in Africa.



Paintings in a cave

In North Africa, there are paintings on rocks and in caves which people made thousands of years ago. They often show animals and people.

Archaeologists think that the Sahara wasn't as dry in the past because some of the paintings show animals such as crocodiles that live in water.

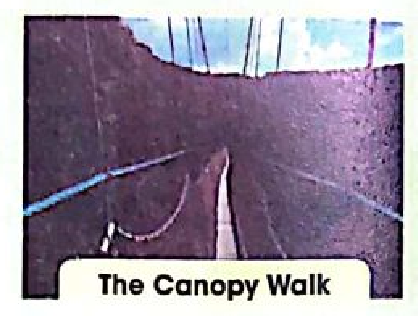


Ruins of Great Zimbabwe

In Zimbabwe, there are the **ruins** of Great Zimbabwe, an important city which was built between the 11th and 15th **centuries**. It had very large stone walls, and people here sold lots of things to different countries around the world.

A newer monument is in South Africa. The Afrikaans Language Monument is made of stone **columns** and opened in 1975.

The Afrikaans language developed when people from other countries came to Africa. The language has words from lots of different countries, and is now used in South Africa and Namibia.



The Canopy Walk

Visitors to Rwanda can have an amazing rainforest adventure on The Canopy Walk in Nyungwe National Park. The bridge was built in 2010. It's 160 meters long and 74 meters above the ground. It is in the highest part of the trees, so visitors can see monkeys and birds.

2 Read again. Ask and answer with your partner

1 What do the cave paintings often show?
2 Why do people think the Sahara had more water in the past?
3 Why do you think Great Zimbabwe had large stone walls?
4 What do you think it would be like to go on The Canopy Walk?
5 Which of the places would you like to visit? Why?

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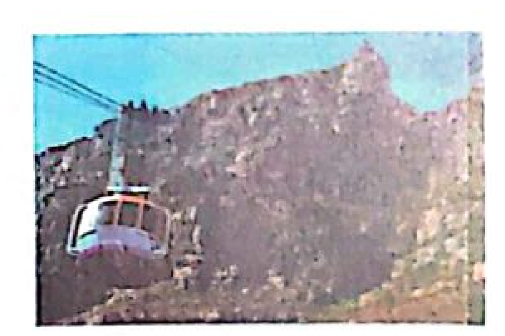


3 Listen to a talk about another wonder in Africa. Read and circle

1 The Fish River Canyon is in the middle of a big **desert / grassland**.
2 It is the **largest / second largest** canyon in the world.
3 **A river / The wind** has eroded the canyon.
4 There is **a lot of / no** water in the river for much of the year.
5 It is **a quiet / a dangerous** place to walk.



4 Choose a natural or man-made wonder in Africa that you know, or research a new one. Imagine you visit this place. Make notes



What do you want to tell people about this place?

___

What can you see or hear there?

___

How do you feel?

___



5 Use your notes to plan a talk about a visit to this place. Try to use some of the words from each box

man-made monument natural ruins valley waterfall

amazing beautiful excited important incredible



6 Work in groups of four. Take turns to give a talk about your visit to a natural wonder in Africa





Did you know?

There are 54 countries in Africa today. People think there are 1,500–2,000 different languages! The main language is Arabic, and there are many other important ones such as Swahili and Yoruba, as well as English, French and Portuguese.

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LESSON 4 STORY: THE STORM-CHASER



Read the story. What kind of photos does Kamal take?

The storm-chaser

Kamal's parents often went to other countries for their work. Usually, Kamal and his younger sisters stayed at home with their grandparents. Two years ago, Kamal's parents said, "You can come with us when we next go away for work."

Kamal was very excited because his parents were **storm-chasers**! These are people who travel to places where a **hurricane** or another form of **extreme weather** is forecast. They get very close to the extreme weather event to study it.

Kamal and his parents flew in a big plane to the USA where they could study hurricanes.

"How can I help you when you work?" Kamal asked them when they arrived. "You can take some photos for us," they said, and they took something from a bag. It was a new camera!

Kamal had seen **thunderstorms** in Egypt, but not a hurricane. It was very exciting.

When the hurricane was twenty kilometers away, they drove out to see it. Kamal took some photos of the hurricane through the car window while his parents were outside taking notes about how big the hurricane was. The wind was very strong and very loud and Kamal took many photos.

"Are you frightened?" his dad asked Kamal.

"No, because I know you'll keep me safe," said Kamal.

When the storm came too near to them, they drove away.

Since that trip, Kamal has been to many other places with his parents. He has seen heavy snow in the mountains, **floods** in Sudan and amazing **dust storms** in the desert. He has learned a lot about the causes of extreme weather, such as global warming, and he has taken hundreds of photos.

Last year, his mom said, "Why don't you send some photos to this online competition?"

So Kamal sent the photos you can see below. He won first prize for child **photographers**, and he also found that he is one of the world's youngest storm-chasers!





Read again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 Storm-chasers are only interested in thunderstorms. ☐

2 Kamal traveled to the USA when he was eight. ☐

3 Kamal went outside to take notes about the hurricane. ☐

4 Kamal was very frightened by the hurricane. ☐

5 Kamal won a prize for his photos. ☐

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3 Complete the captions on Kamal's photos with these words

dust storm   flood   hurricane   snow   thunderstorm

a A ______ near the Nile

b Heavy ______ in the mountains of Southern Sinai

c A ______ in Sudan

d A ______ in Giza

e A ______ in Florida, USA

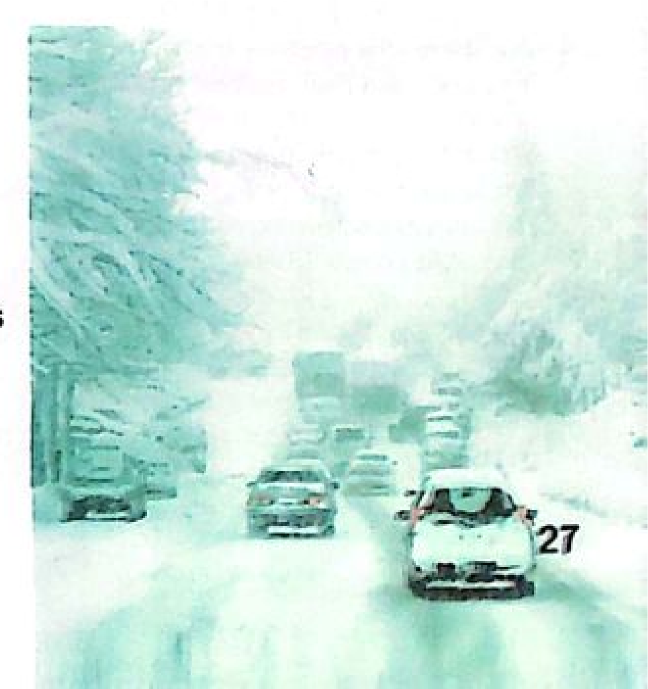
4 Complete the sentences about Kamal with the present perfect form of the verb in brackets

1 Kamal's parents ______ (travel) to many different countries.
2 Kamal ______ (take) a photo of many extreme weather events.
3 Kamal ______ (learn) a lot about taking photos from his parents.
4 His parents ______ (help) other people to understand extreme weather events.
5 Kamal ______ (never / be) in a dangerous situation.



5 Ask and answer with a partner

1 Have you seen an extreme weather event? If yes, where did it happen? What did you do?
2 Have you read or heard about any extreme weather events in other parts of your country? What happened?
3 What extreme weather events happen in other countries?



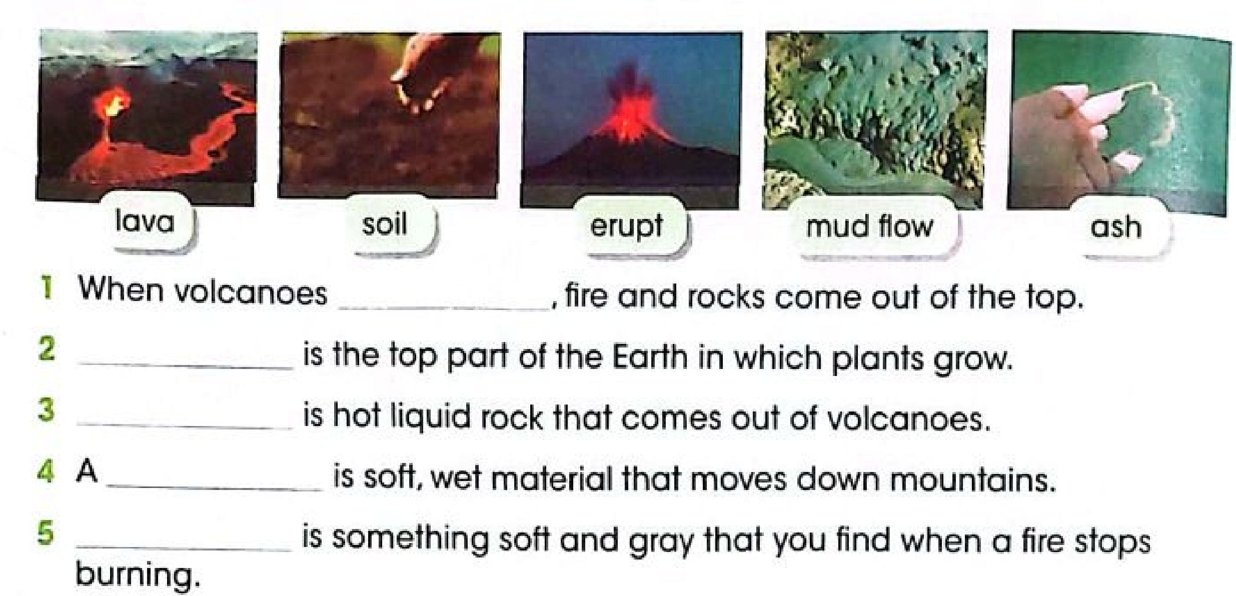
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LESSON 5 VOLCANOES



Look at the photos. Complete the definitions with the correct words. Check in a dictionary



1 When volcanoes ____________, fire and rocks come out of the top.

2 ____________ is the top part of the Earth in which plants grow.

3 ____________ is hot liquid rock that comes out of volcanoes.

4 A ____________ is soft, wet material that moves down mountains.

5 ____________ is something soft and gray that you find when a fire stops burning.

2 Listen and read the poem. What is special about the island of Java?

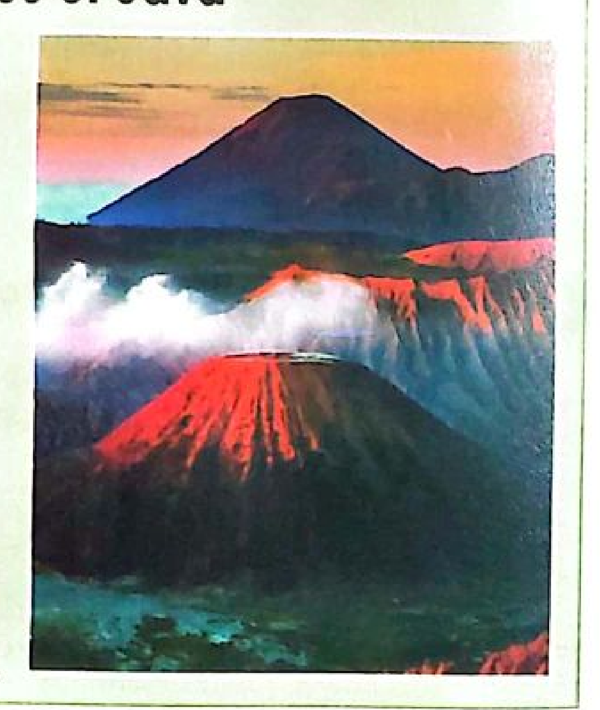
The Volcanoes of Java

Let me take you to the pretty island of Java,
Where almost everything is made of lava!
It comes from Java's volcanoes,
Which look down on the villages below.

The names of the volcanoes are:
Salak, Guntur, Karaha, Malabar ...
But there are another thirty-nine,
You can find their names online!

When they erupt, there's ash and fire,
Smoke fills the air, going higher and higher,
The island people have to go away,
To a safe place where they can stay.

The lava and ash mix with mud flows,
This makes soil where good food grows,
When the farmers come back to the land,
They thank the volcanoes for the helping hand.



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3 Read again. Complete the fact file about Java with information from the poem

Java

- Java is an 1 ____________.
- There are 2 ____________ volcanoes on Java, for example 3 ____________.
- When a volcano 4 ____________, ash and fire come out of it and the people in the villages have to go 5 ____________ from their homes.
- The 6 ____________ in Java is very good for growing plants.

4 Find words in the poem which rhyme with the following words. Can you add any words that rhyme?

1 goes ____________________

2 mine ____________________

3 sand ____________________

4 play ____________________

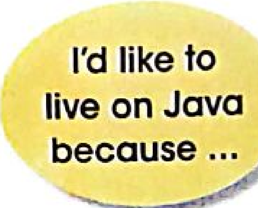
5 Ask and answer with a partner

1 What do you think are the good things and the bad things about living on Java? Make two lists.

bad things	good things

2 Compare your lists with another pair. Can you add anything to your lists?

3 Now decide if you would like to live on Java. Why?







I wouldn't like to live on Java because ...

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LESSON 6 WRITING A DESCRIPTION



Read and complete the text with these words

desert eroded fall old made tall walk world

Rainbow Bridge National Monument – Utah, USA

Rainbow Bridge is one of the largest natural **arches** in the 1 __________. It is also 200 million years 2 __________. It is on Lake Powell in Utah, USA. It is 88 meters 3 __________ and it is 4 __________ of red and brown sandstone. A river 5 __________ a hole in the sandstone and has formed the arch over many, many years.

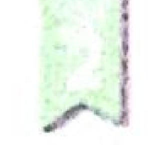
Rainbow Bridge has been a National Monument since 1910. If you want to visit it, you have to take a boat, ride a horse, or 6 __________ to it.

It is in a very hot 7 __________. So, you should visit it in the spring or in the 8 __________. Don't forget to take your water bottle and a sun hat!

2 Work with a partner

Can you think of any other unusual geological formations in Egypt? Look in books, magazines, or online for examples and make a list.

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You are going to write a description of an unusual geological formation for a tourist brochure

1 Decide which formation you want to write about.

I want to write about ______________ in ______________.

2 Do research about your geological feature and make notes. Find or draw a picture of it.

3 Write your description for the brochure.

____

____

____

____

____



Remember these tips when you write:

- To introduce the topic, start the first sentence with the name of your geological formation.
- Write why this geological formation is important or special in the same sentence.
- Next, include the location and age of the formation.
- Explain how it was formed.
- Describe what it looks like and how big it is.
- Add extra, interesting information about it.
- Tell people how they can visit it.



Work with a partner. Read each other's descriptions and answer the questions

- What do you like about the description?
- Did they introduce the topic well?
- Did they include all the important information?
- Do you have any questions about the geological formation?
- Would you like to go there? Why?

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LESSON 7 STORY: A BALLOON RIDE

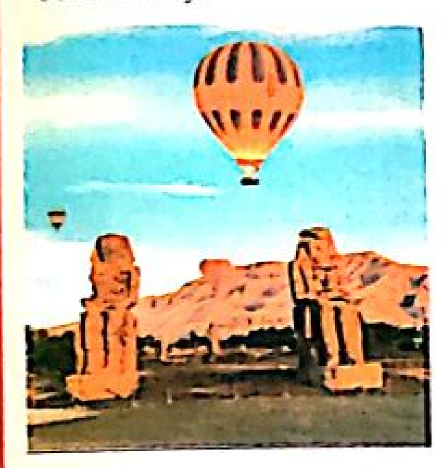
1 Listen and read. What looked tiny when they were in the sky?

"Come inside, Mariam," said Mom. "It's late."

Mariam was in the garden. She loved watching the birds. She thought about the places they visited and the things they saw.

"I would love to fly," she said.

"Like a bird?" Mom laughed. "You are funny!"



Mariam's dad came home. He was happy. "Look! I've got tickets for the Luxor hot air balloon festival! We'll see balloons in lots of colors."

Mariam was very excited. All week, she thought about the festival.

Finally, the day arrived. Mariam was watching everything when she saw a tall man. He had a special coat and a hat on his head. He was a hot air balloon **pilot**! As he walked away, a book fell out of his bag. He didn't know. Mariam ran to pick it up.

"Look, Mom!" she said. "It's a book about hot air balloon flights."

"Oh no!" said Mom. "It's his diary! It's about everywhere he's been."

"We must give it back!" said Mariam. Together they ran until they found the man.

"Hello! Did you drop this book?" said Mariam's dad.

"Thank you!" the man said. "This book is important. I write everywhere that I have traveled to in the balloon! I want to thank you – would you like to have a ride?" He pointed to a beautiful balloon.

"Yes, please!" they said.

"It's perfect weather today, with no rain and a **gentle** wind," he said.

They followed him to the balloon and climbed into the basket. Mariam watched as he **lit the flame**. As the air inside the balloon got hot, he dropped the rope and the balloon slowly climbed into the air.

Soon, they were flying over the beautiful city of Luxor. The wind blew them gently through the clear blue sky. They saw green fields and sandy deserts, palm trees, dunes, and mountains. They flew over enormous statues and beautiful temples. The Nile looked like a silver **ribbon**. Everything was quiet, and the houses, cars, and boats were tiny. The sun shone and it felt like they could touch the clouds.

"Now I know what it's like to be a bird!" said Mariam.





2 Read the story again. Ask and answer the questions with a partner

1 What does Mariam want to be able to do?
2 Why was Mariam's dad happy?
3 What happened when the tall man walked away?
4 What was in the book?
5 What did they fly over?



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3 Match the words with the definitions

basket flame gentle light / lit ribbon

1 a long, soft piece of material ______
2 slow, not fast or extreme ______
3 people use this to carry things, and a big one can carry people ______
4 the burning gas that you see in a fire ______
5 make / made something start to burn ______



Writers often use descriptive language. In this story, the Nile isn't a silver ribbon, but it looks like one. This helps the reader to make a picture in their mind as they read.



4 Work with a partner. Discuss the questions

1 The pilot says, "It's perfect weather today, with no rain and a gentle wind." Why do you think he says this is perfect weather?
2 Would you like to fly in a hot air balloon? Why?



5 Imagine you went in a hot air balloon. Make notes to describe the weather and the things you saw

1 Choose one of these geological features, or think of another one.

coast delta desert dune mountain oasis valley

2 Now think about the weather. Was it perfect weather for a balloon ride, or was there extreme weather?



6 In your notebook, write a diary entry about your balloon trip. Use your notes from Exercise 5, and use the past simple and present perfect



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REVIEW 1

LESSON 1

1 **Write the words in the correct box in the table**

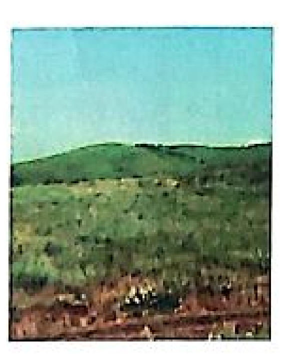
arch butterfly dune dust storm flood hummingbird
leaf lizard pollen seed thunderstorm valley

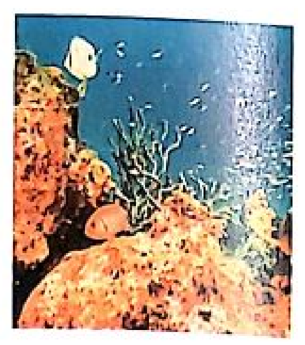
Animals	Extreme weather	Geographical feature	Plants
______	______	______	______
______	______	______	______
______	______	______	______

2 **Look, choose, and write**

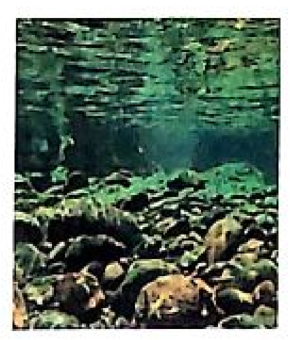
desert forest freshwater grassland marine rainforest

1 

2 

3 

4 

5 

6 

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3 Complete the sentences with the correct word

where which who

1 I have an aunt ____________ lives on the coast.
2 This is a plant ____________ some people use for medicine.
3 This is the place ____________ you can see lots of lizards.
4 Dina has a friend ____________ lives in Siwa.
5 December is a month ____________ is often cold.

4 Read and answer *yes* or *no*

1 Humans are the same as plants in some ways. _______
2 Veins and arteries carry water around our bodies. _______
3 Arteries carry blood away from our heart. _______
4 Blood carries the oxygen that we need. _______
5 Humans and plants need sunlight. _______
6 Humans can make their own food from sunlight. _______

5 Look and label the pictures. What do they show?

dunes volcano waterfall







1 ____________ 2 ____________ 3 ____________

The pictures show natural ______________________________

6 Read and choose the correct word

1 The Amazon rainforest is a **beauty / beautiful** ecosystem.
2 The children are **luck / lucky** to have a new school.
3 The teacher has a lot of **patience / patient** with her students.
4 The project was a great **success / successful**.

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LESSON 2

1 Complete the sentences. Listen and check

because but so and

1 You must wear a coat __________ it is cold today.
2 Human __________ plants need water.
3 I want to be healthy, __________ I eat lots of fruit and vegetables.
4 Tarek is very strong __________ he can't pick up that bag.

2 Read and complete. Choose *a*, *b*, or *c*. Then listen and check

Volcanoes National Park–Rwanda

1 __________ you ever visited a rainforest? In Rwanda, you 2 __________ see a beautiful rainforest in Volcanoes National Park. You 3 __________ see a lot of different animals there like monkeys, snakes, and birds. If you are lucky, you 4 __________ see a gorilla, too. You 5 __________ be very quiet as you walk through the forest. You 6 __________ talk loudly to your friends and family. You don't want to scare the gorillas and other animals away.

gorillas

1	a Has	b Have	c Did
2	a can't	b might	c can
3	a will	b can't	c must
4	a must	b can't	c might
5	a might	b must	c can
6	a can	b can't	c will



3 Write the verbs and past participles

eaten done made met seen tell travel visit

Verb	Past participle
see	1
3	visited
eat	5
make	7

Verb	Past participle
2	traveled
4	told
meet	6
do	8

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4 Complete the sentences with *have* or *has* and past participles from Exercise 3

1 Maggie ____________ a famous scientist.

2 Walid's parents ____________ to many places.

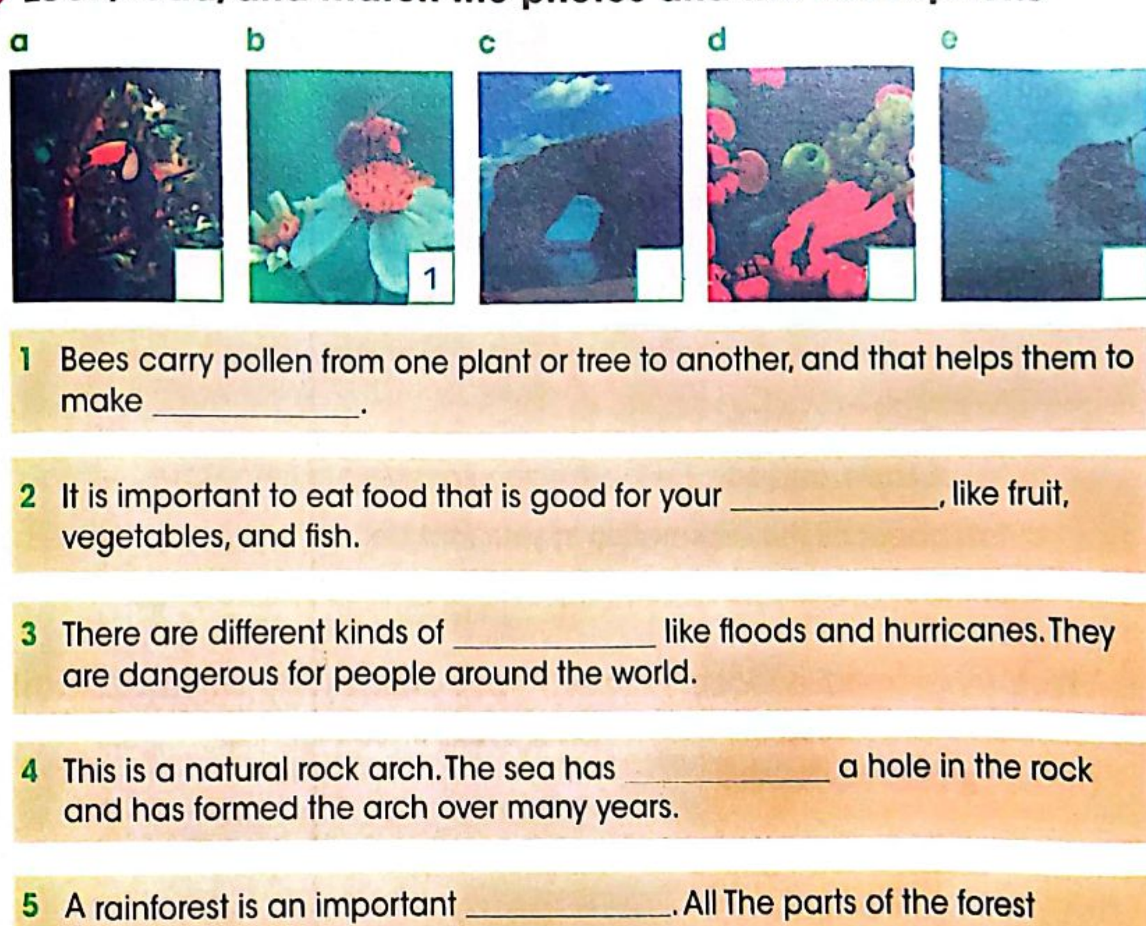
3 ____________ you ____________ this movie?

4 Ashraf ____________ all his homework.

5 Noha ____________ dinner for her family.

6 My grandma ____________ me a lot of stories.

5 Look, read, and match the photos and the descriptions



1 Bees carry pollen from one plant or tree to another, and that helps them to make ____________.

2 It is important to eat food that is good for your ____________, like fruit, vegetables, and fish.

3 There are different kinds of ____________ like floods and hurricanes. They are dangerous for people around the world.

4 This is a natural rock arch. The sea has ____________ a hole in the rock and has formed the arch over many years.

5 A rainforest is an important ____________. All The parts of the forest interact.



6 Read again and complete Exercise 5

ecosystem   eroded   extreme weather   heart   seeds

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PRESENTATION



1 Find and complete

1 Research a person or organization that is working to protect an ecosystem. Complete the fact file.

Name	
What ecosystem do they protect?	
Where is this ecosystem?	
Why do people need to protect this ecosystem?	
Animals they protect	
Plants they protect	
Insects they protect	

2 Find or draw a picture of the ecosystem they protect.



2 Prepare and practice

1 Practice a presentation about your person or organization.

2 Remember this advice:

- Relax, smile, and say: *Hello everyone. I'm going to talk about ...*
- Talk about all the information in your fact file.
- At the end, ask your classmates: *Do you have any questions?*



3 Work in groups of four. Present your person or organization to your group. Listen and make notes about the other presentations

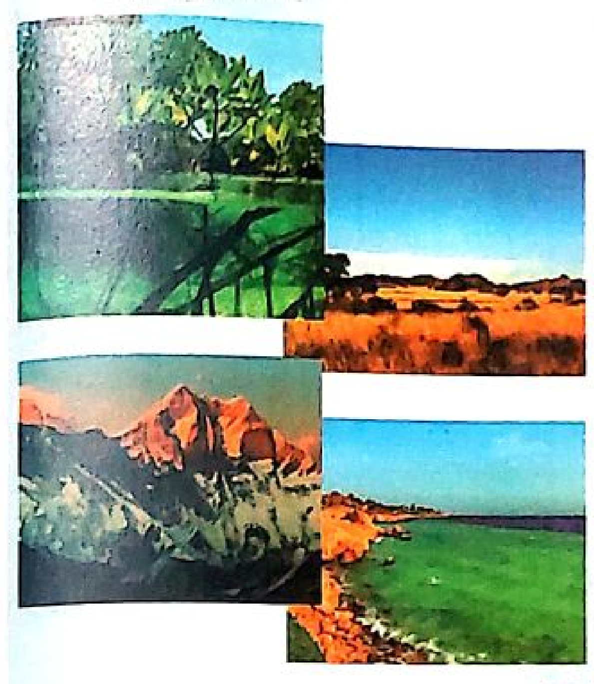
	Name: ____	Name: ____	Name: ____
Are they relaxed and smiling?			
Do they talk about all the information?			
Do they ask the class for questions?			

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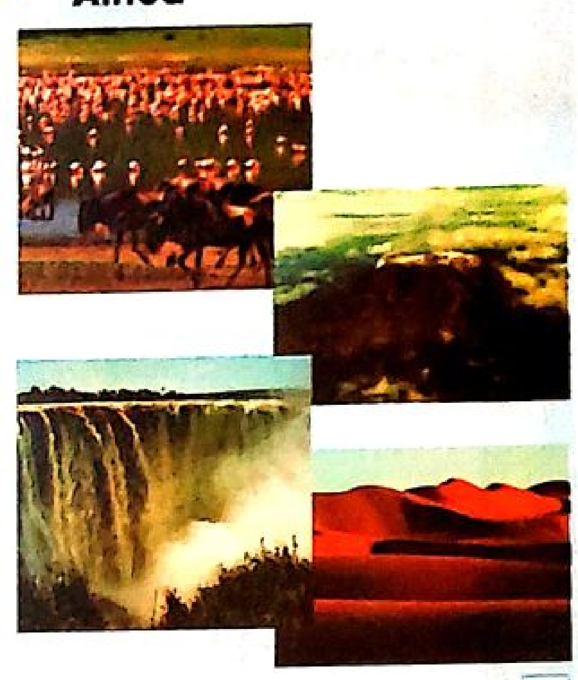
Self-Assessment

Now I can ...

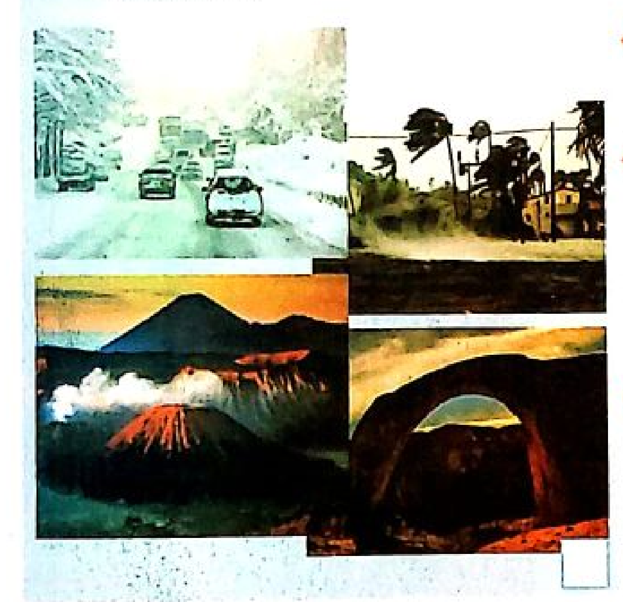
1 **talk about different ecosystems**



2 **talk about wonders of Africa**



3 **talk about extreme weather and geological features**



4 **use relative pronouns**

where which who

5 **use *will, can, might,* and *must***

6 **use adjectives and abstract nouns**

beauty/beautiful luck/lucky success/successful

7 **use the present perfect and past simple**

Amir has swum in the Red Sea.
I went to Cairo last year.

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TERM 1 PROJECT 1



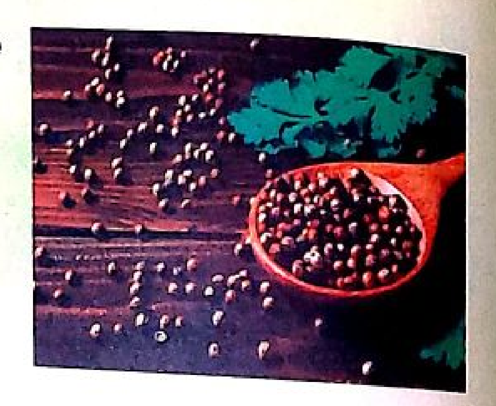
Read the fact file. What did the ancient Egyptians use the plant for?

Name: *Cilantro*	
Picture of plant:	**Description of plant:** This 1 _______ is a herb. It is usually about 45-50 centimeters tall. It has a lot of green 2 _______. The 3 _______ are white or light pink. Bees love them. The flowers make a lot of small green fruit. Then this fruit turns light brown. These are the seeds which are called *coriander*.
Where can you find it? This plant is originally from the area around the Mediterranean Sea. It grows in sunny 4 _______ ecosystems.	**Conservation status:** Cilantro is not endangered.
How people use this plant: People use the leaves for lots of different things. For example, you can put them in 5 _______ or soups. People also like the leaves with meat and fish. People use the seeds in food and in traditional medicine. The ancient Egyptians used coriander for different types of medicine, too.	**Why I like this plant:** I like this plant because it is 6 _______ and useful. My mom puts it in my favorite salad. I also like the smell of the leaves.



Read again and complete the fact file

delicious freshwater leaves plant salads flowers



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3 Work with a partner. Read and think about the project

Make a fact file

Your task is to make a fact file about a useful plant. First, think of a plant. You can look in books or online for ideas, too.

Name of plant:

____



4 Do some research using the internet. Complete the fact file

Name: ____________

Picture of plant:	Description of plant:
Where can you find it?	Conservation status
How people use this plant:	Why I like this plant:



5 Present your fact file to the class. Use some of these phrases

- My plant is ...
- It lives in ...
- It has ...
- People use this plant for ...
- I like this plant because ...



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NON-FICTION READER

INCREDIBLE PLACES AROUND THE WORLD



1 **Look at the photos. What can you see?**



2 **Read and listen. Which places are named after colors?**

There are some amazing places around the world which are very famous. For example, we all know the Sahara Desert, Mount Everest, and the Amazon rainforest. Here we look at some other incredible places which you might not know.

Sharm El Luli - Marsa Alam

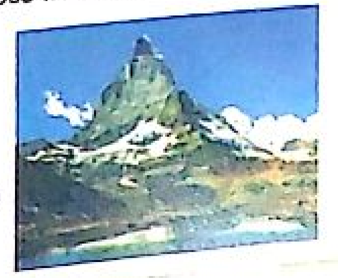


Sharm El Luli beach is one of the most beautiful beaches on the Red Sea. Its clean, blue waters make it very popular with tourists. **Divers** also love going here because you can see many colorful fish. You can sometimes see turtles, too. The beach is 60 kilometers south of Marsa Alam.

The Giant's Causeway - Northern Ireland

The Giant's Causeway is in Northern Ireland. It's made of around 40,000 black rock **columns** which rise from the sea. Scientists have discovered that they formed when a volcano erupted 50-60 million years ago, but some people say that giants made them so they could get to the Scottish Island of Staffa across the sea!

The Matterhorn - Switzerland



Some people say this is the most beautiful mountain in Europe. It's 4,478 meters tall and has the shape of a pyramid with four sides. It's like this because of the way the ice eroded the rock. About 3,000 people climb the mountain every year.

Waimea Canyon - Hawaii, USA



The islands of Hawaii are part of the USA, although they are more than 7,000 kilometers away in the Pacific Ocean. The Waimea Canyon here is an amazing place. A river has eroded a canyon which is 16 kilometers long and nearly 1,000 meters deep. Waimea is the Hawaiian word for *red water*. It's called this because of the red soil which makes the river look red.

Cerro Negro - Nicaragua, South America



Cerro Negro is a volcano in Nicaragua, and it has erupted more than 20 times in the last 160 years! However, it has not erupted for more than 20 years, so it not usually dangerous. Its name means *black hill* and many people climb up its black **slopes**. When they get to the top, many people **surf** back down again!

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3 Read the text again and match the words and definitions

1 column ☐
2 diver ☐
3 slope ☐
4 surf ☐

a ground that is higher at one end than the other
b stand on a board and move down a hill, on a wave, etc.
c a tall, thin piece of stone
d someone who can swim under water using special equipment

4 Write the correct names

Cerro Negro   The Giant's Causeway
The Matterhorn   Sharm El Luli   Waimea Canyon

1 It's 60 kilometers from Marsa Alam. ____________
2 It's 4,478 meters tall. ____________
3 It's 7,000 kilometers away from the USA. ____________
4 It has erupted more than 20 times in the last 160 years! ____________
5 It's made of around 40,000 black rock columns. ____________

5 Read again and answer the questions

1 Why do divers want to visit Sharm El Luli?
2 Why do you think people say giants made the Giant's Causeway?
3 In what way is The Matterhorn like a pyramid?
4 Why does the river in Waimea Canyon look red?
5 Why do you think people surf down Cerro Negro?

6 Ask and answer with a partner

1 Have you ever visited a place like the ones in the text? If yes, describe it.
2 Which place in the text would you most like to visit? Why?
3 Do you know any other places that are named after colors?

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INCREDIBLE BUILDINGS AROUND THE WORLD

7 Look and read. Which of these buildings is the newest?

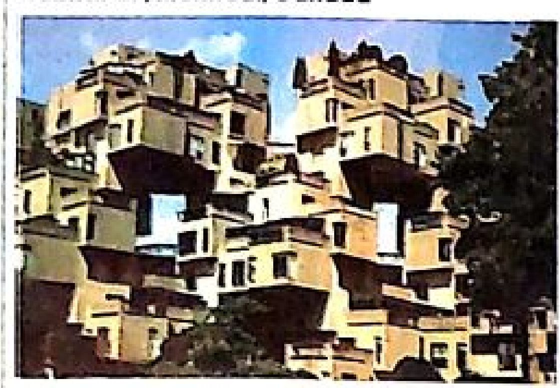
We all know the famous man-made places around the world like the Pyramids of Giza and the Sydney Opera House, but every year, people are always trying to build more and more amazing buildings. Here we look at some other incredible man-made places which you might not know.

Bibliotheca Alexandrina, Alexandria, Egypt



Opened in 2010, the famous Bibliotheca Alexandrina has space for eight million books! The beautiful modern building by the Mediterranean is the same shape as Alexandria's harbor, and has a 32-meter high wall with writing from languages through history.

Habitat 67, Montreal, Canada



Many of us live in tall **apartment buildings** where we have people living above or below us. But Habitat 67 is very different to most apartment buildings! Here, the 148 apartments look like a big children's puzzle! Built in 1967, its apartments all have a **terrace** with amazing views over the city.

Beijing National Stadium, China



There are many amazing sports stadiums around the world, but not many are designed by artists! Chinese artist Ai Weiwei designed the Beijing National Stadium for the 2008 Olympic Games with some **architects**, and now 80,000 people can visit it for sports events. Most people call it the **Birds Nest** because it looks like a place where birds lay their eggs!

Institute for Sound and Vision, the Netherland



The architects of this museum like color! The building of the Institute for Sound and Vision is made of hundreds of colored pieces of glass. Opened in 2006, the museum teaches you all about the **media**, including television, radio, newspapers and social media..

8 Read again. Ask and answer with a partner

1. Would you like to live in Habitat 67? Why?
2. What is unusual about the Beijing National Stadium?
3. How many books can you find in the Bibliotheca Alexandrina?
4. What can you learn about at the Institute for Sound and Vision?
5. Which of the buildings would you like to visit? Why?

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SKILLS



9 **Choose an amazing natural or man-made place that you know, or research a new one. Make notes**



Cairo Tower - Egypt

How old/big/long/wide/high is it?

___

What is special about it?

___

Why do people want to go there?

___

What can you learn/see/do there?

___

10 **You are going to tell people about this place for a school newspaper or website. First, make notes. Can you use any of these words?**

architect column hole modern
shape slope terrace traditional tunnel

11 **Write your article about an amazing natural or man-made place**

___

___

___

___

___

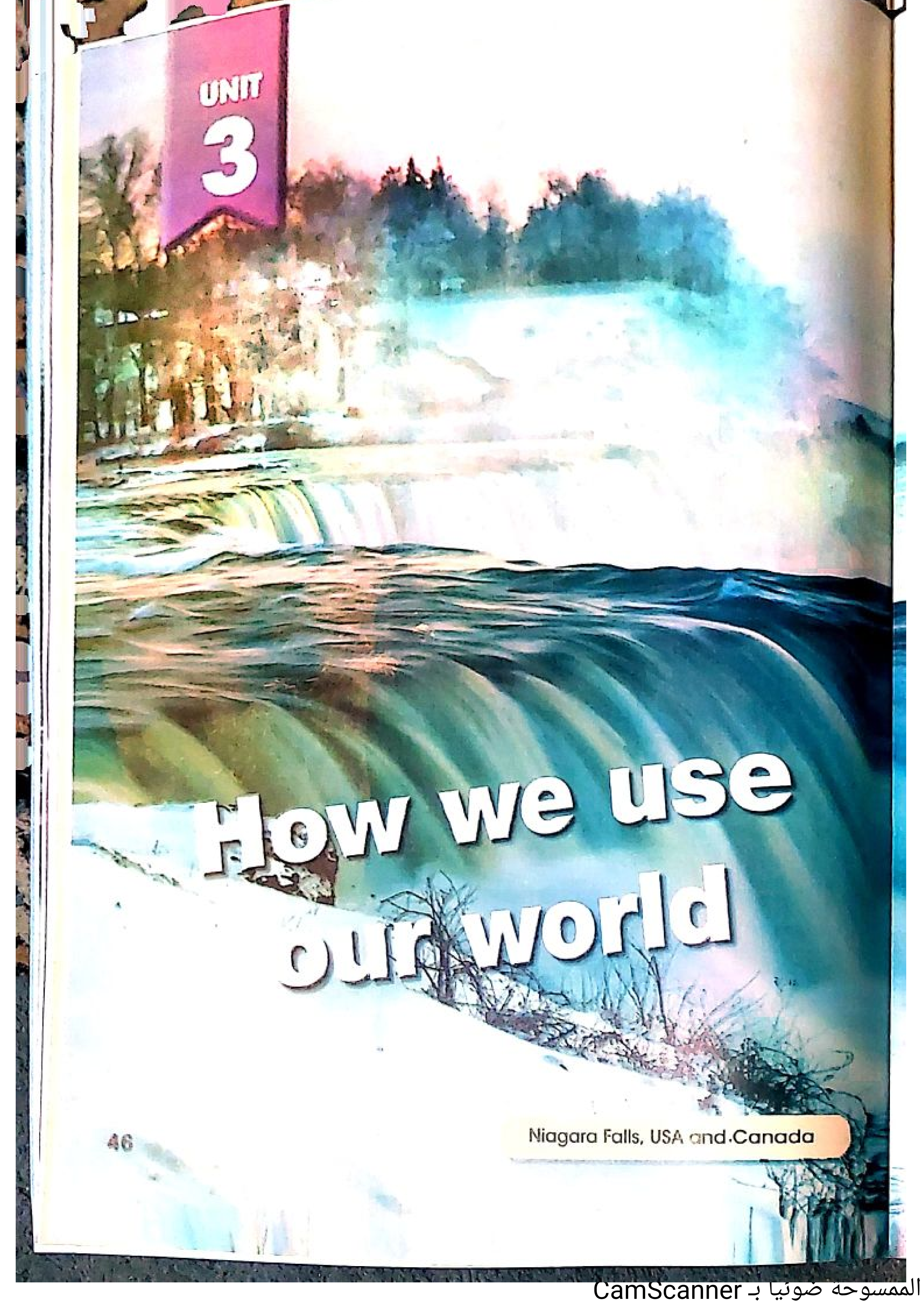
___

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الممسوحه ضوئيا بـ CamScanner



In this unit I will ...

- talk about natural resources, and renewable and non-renewable resources.
- understand a play about finding dinosaur bones.
- make sentences and questions using the second conditional.
- describe resources in ancient Egypt and do a quiz.
- understand a story about a blind girl and describe the physical properties of objects.
- understand a description of a science experiment.
- write a report about a visit to a place and develop a topic using facts, definitions, and details.
- understand a story about an experiment.
- use reported speech.



Look, discuss, and share

1 What can you see in the photo?
2 Why do you think people visit this place?
3 Do you think it is noisy or quiet? Why?



Did you know?

The highest waterfall in the world is Angel Falls in Venezuela, which is about 1,000 meters high.



Find out

When did the ancient Egyptians discover gold?

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LESSON 1 WHAT CAN WE DO WITH NATURAL RESOURCES?



Listen and read. Can you see gases?

Salma's journey to Marsa Alam

Marsa Alam

It's summer and Salma and her family are going to Marsa Alam for a holiday. Salma looks out of the car window and sees a sign to the Sukari gold **mine**.

gold

"What's a mine, mom?" she asks.

"It's a place where we get **raw materials** from the ground, like gold and coal."

"Are raw materials the same as natural resources?" asks Salma.

"Yes, usually," says Mom. "Natural resources are things we can use from nature, like wood and soil. We use them to make the things we need. For example, we use wood to make tables, stone to build houses, and plants for food. The sun is a natural resource because it gives us solar energy to make electricity."

"Our teacher says that coal is non-renewable, is that right?"

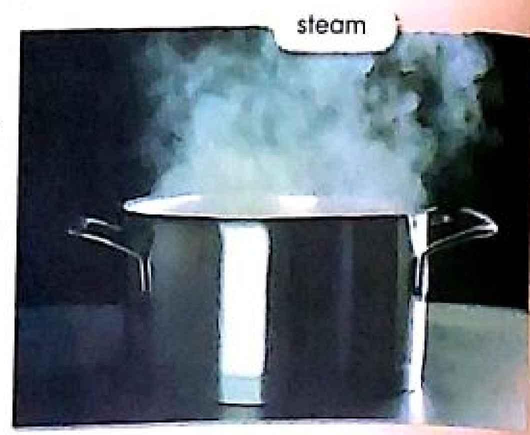
"Yes," says Mom. "Some natural resources like solar energy are renewable – this means that we can get more of the resource naturally after we use it. But some natural resources are non-renewable. When we burn **fossil fuels** such as coal and gas, we can't use them again."

"What's the difference between coal and gas?" asks Salma.

"Coal is a **solid**," says Mom. "You can pick up a solid object, like your bag. It has a **fixed** shape. You can't usually see gases, although some have a **pale** color. Gases move and change shape."

"What about liquids, Mom?"

"Liquids don't have a fixed shape. You can't pick up a liquid which isn't in a container. Liquids can flow – for example, you can pour water into a cup."



"Did you know that some solids, liquids, and gases can change from one **state** to another?" says Dad. "If you **boil** liquid water, it turns to steam which is a gas. If you **freeze** liquid water, it turns to ice which is a solid. When ice **melts**, it becomes a liquid again!"

"Yes, we learned that at school!" says Salma. "But I understand it better now. Thanks, Mom and Dad!"

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2 Write the natural resources you can see in the photos. Then write *solid, liquid,* or *gas*

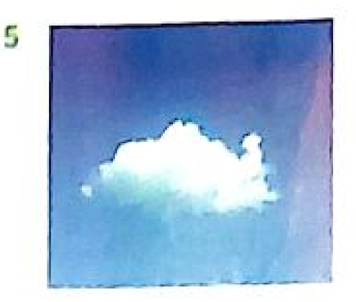
1 

stone, solid

2 

3 

4 

5 

6 

3 Discuss with a partner

1 Which of the natural resources from Exercise 2 are renewable? Which are non-renewable?

2 What do people use these natural resources for?

3 What solids, liquids, and gases are in your home?

4 Read and circle

1 Water is a liquid. When you **boil** / **freeze** it, it turns to ice.

2 Ice is a solid. When you **freeze** / **melt** it, it turns to a liquid.

3 When you **boil** / **freeze** water, it turns from a **solid** / **liquid** to a gas.

4 When you **freeze** / **melt** water, it turns from a **gas** / **liquid** to a solid.

5 Complete the sentences

boiled froze ice steam

In science class today, our teacher put some water in a pan. She heated the water until it 1 ____________. Some of the water turned to 2 ____________. Then we poured the water into a container, and put it in a freezer. The water 3 ____________ and turned to 4 ____________.

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LESSON 2 LANGUAGE



Match the words to the photos. You can use a dictionary to help you

dig hole bones shovel

1  2  3  4 



Read and listen to the play

Scene 1: Inside a room in Grandpa's house

Grandpa: What are you doing tomorrow, children?
Donia: Tarek and I are going into the mountains with Dad.
Grandpa: Really? When I was a boy, people told me that there were dinosaur bones in the mountains.
Tarek: **Real** dinosaur bones?
Grandpa: I think so. I never saw them, but my friend Ali was **digging** a hole there and he found some bones.
Tarek: Wow! Donia, let's take a **shovel** when we go to the mountains. We might find dinosaur bones too!

Scene 2: In the car

Tarek: What would you do if we found dinosaur bones in the mountains, Donia?
Donia: If we found dinosaur bones, I would take them home. If there were a lot of dinosaur bones, I would give one to Grandpa. He's very interested in dinosaurs!
Tarek: Hmm. I don't know. I think we should call an **expert**. If I found dinosaur bones, I would call the museum and tell them.
Donia: That's a good idea. And if the archaeologists from the museum came, maybe they would find a whole dinosaur skeleton.
Tarek: And if the skeleton went in the museum, they would put our names on the sign. It would say "Found by Donia and Tarek."
Donia: Wow! That's cool.

Scene 3: In the mountains

Donia: Here's the shovel. Let's start digging.
Tarek digs in the ground.
Tarek: Look! I've found a bone, Donia! Is it a dinosaur bone?
Donia: I don't think they're heavy enough to be dinosaur bones. They're just animal bones... Maybe a goat or a gazelle.
Tarek: You're right. I've never seen a dinosaur bone in real life. Only photos!
Dad: Well, why don't we visit the Egyptian Geological Museum in Cairo soon?
Donia: If we go to the museum, we'll see really big dinosaur skeletons.
Tarek: If we see real dinosaur skeletons, we'll know what to look for next time. Can we go tomorrow, Dad?

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3 Read again. Put the events in order

a		The children find some normal animal bones.
b	1	The children talk to Grandpa.
c		The children plan to go to the museum.
d		The children imagine finding dinosaur bones.
e		The children decide to look for dinosaur bones.

4 Work in groups of four. Choose a scene from the play and read it out loud. Then perform your scene for another group

5 Read these sentences from the play again

a If I found dinosaur bones, I would call the museum and tell them.

b If the skeleton went in the museum, they would put our names on the sign.

c If we go to the museum, we'll see really big dinosaur skeletons.

d If we see real dinosaur skeletons, we'll know what to look for next time.

Which sentences ...

1 describe events which will probably happen in the future? ☐ ☐

2 describe events we imagine, but probably won't happen ☐ ☐

6 Complete the sentences with the correct form of the verbs in brackets

1 If I __________ (have) 10 million LE, I __________ (buy) a chocolate factory.

2 If we __________ (see) a fire, my parents __________ (call) the fire service.

3 If it __________ (snow) in October, I __________ (be) happy.

4 If my family __________ (go) to the park later, I __________ (tell) you.

7 Say what you would do in these situations

see a lion in the street   find some money on the ground   be a teacher for a day

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UNIT 3

LESSON 3 RESOURCES IN ANCIENT EGYPT



Look at the photos. What can you see?



Listen and read. What two metals were important for ancient Egyptians?

Mr Taha

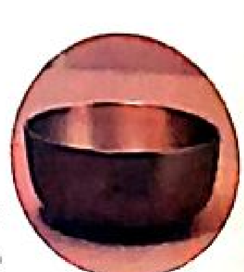
Hello, my name's Mr Taha and I work at the museum. I know your class is learning about natural resources, so I'm here today to talk about resources in ancient Egypt!

Did you know that ancient Egypt was very successful because it had good natural resources? Agriculture was a very important part of the **economy** of ancient Egypt. The Nile flooded every year and made the soil **fertile**. Farmers grew lots of different crops, such as cotton and rice.

Do any of you know what **flax** is? This tall plant has blue flowers. The plant turns yellow after the flowers die. Flax was important in ancient Egypt. People used it to make **linen** for clothes, as well as for strong rope.

Salt was also a very important resource in ancient Egypt, and they sold it to other countries, too. People used salt to keep food fresh. It was also useful in medicine and agriculture. Some of the lakes in the Nile Delta had lots of salt which people could take to use or sell.

Pictures of life in ancient Egypt often show jewelry and beautiful objects made from gold! We think they discovered gold about 5,000 years ago. At first, they found it in rivers, then they made mines to get more out of the ground. Archaeologists have discovered some ancient gold mines in the Eastern Desert.



Copper was another very important metal. It was easy to **bend**, and people used it to make tools, cooking pots, and knives, as well as jewelry. We can see a lot of these objects today in Egyptian museums.



Finally, stones and rocks were a useful natural resource in ancient Egypt, too. Because there were lots of rocks such as limestone, the ancient Egyptians could build the pyramids, and many other big and important buildings and temples. Boats on the Nile transported some of the stones across Egypt to the important cities.

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3 Read again and answer the questions

1 What did people make out of flax? ____________

2 Where did people find salt? ____________

3 How did people get gold? ____________

4 Why was copper important? ____________

5 How did people transport some limestone? ____________



4 How much do you know about other natural resources in ancient Egypt? Do the quiz

WHAT IS IT? CHOOSE A, B, OR C

1 Egyptians used this to make medicine. It was very important for helping with problems with the skin or eyes. There are hieroglyphics in ancient temples which show people keeping bees.

a salt **b** honey **c** milk

2 People used this strong plant to make things such as baskets and sandals, but the most important thing they made from it was paper. The ancient Egyptians made some of the first books in the world using this.

a papyrus **b** dates **c** flax

3 This natural resource wasn't easy to find in ancient Egypt because there weren't many forests. People could get it from other countries.

a stone **b** sand **c** wood

4 People in ancient Egypt used this to build houses and other buildings. They took it from the Nile when it was soft and made it into square bricks. These were hard and strong when they dried.

a mud **b** gold **c** coal

5 Write more quiz questions in your notebook. You can use the other natural resources in Exercise 2 or your own ideas. Then ask and answer with a partner





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UNIT 3

LESSON 4 MONA'S AMAZING COUSIN



1 Listen and read. What game do Heba and her cousin Mona play? Why?

Mona is excited because her cousin Heba has just arrived from Alexandria. Heba is **blind**, which means she cannot see.

"Hello, Heba. Come in!" says Mona.

"Welcome to my house. This is the living room."

Heba walks around the room and feels some of the things.

"It's a lovely room," she says.

"How do you know?" asks Mona.

"Well, when you run your fingers over an object, you can feel its **texture**. So, I know that you have soft, **comfortable** chairs. And I like your old wooden table."

"How do you know it's old and wooden?"

"The old wood is **rough**, and it has an **odor**, too. That means I can smell the wood."

Heba picks up a ping pong ball. "And I know this is a ball and not a stone because of its **mass**. It's light, but a stone is heavy."

"You're amazing, Heba!" says Mona. "I'd love to learn more."

"We can play a game. First, I'll ask Aunt Leila to get me some things from the kitchen. You mustn't look! Then, close your eyes. Can you tell me what the things are?"

"That sounds fun!" says Mona's mother. She puts some things down on the table.

Mona closes her eyes. First, she picks up a soft banana.

"It's not hard," says Mona. "I can bend it, and it has an odor. Is it a banana?"

"Yes!" says Heba. "Now touch this carefully."

"Oh, it's soft and smooth, and it's **sticky**. Is it honey?" asks Mona.

"That's right! You're good at this game, Mona!" "Thanks, Heba. I know that I'll learn a lot from you while you're here!"

"I'm sure I'll learn a lot from you, too!" says Heba.





2 Read the story again and answer the questions

1 Why does Heba feel lots of things in the living room? ____________

2 What are the chairs like? ____________

3 How does Heba know the table is old? ____________

4 Why does Heba ask for some things from the kitchen? ____________

5 What objects does Mona guess? ____________



3 Complete the table. Can you add more words?

hard odor mass rough soft sticky

Physical property	Adjective to describe texture

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4 **Listen to Seleem and Ramy playing a game. Which object does Seleem describe?**





5 **Listen again. Which physical properties does Ramy ask about?**

6 **Read and match to make questions from the game**

1 Is your object a solid,
2 Is it hard
3 What color
4 What kind of texture
5 Does it have

a or soft?
b an odor?
c liquid, or gas?
d is it?
e does it have?



7 **Look at the pictures in Exercise 4. Play the game with your partner**



8 **Look around you. Play the game with objects in the classroom**

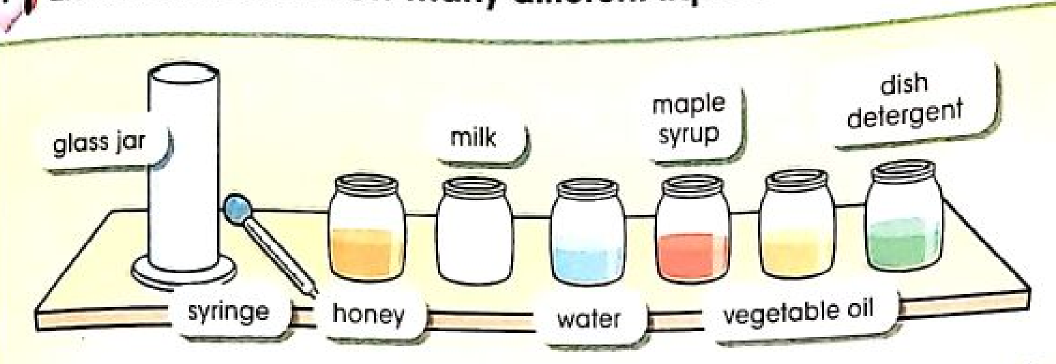


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UNIT 3

LESSON 5 A SCIENCE EXPERIMENT

1 Listen and read. How many different liquids did the class use?



"Today we're going to do a science experiment!" said Mrs Hend. "What happens when we pour different liquids into one container?"

"I think they mix together," said Amir.

"Let's find out!" said Mrs Hend.

Mrs Hend had some small jars with these liquids: honey, milk, water, maple syrup, vegetable oil, and dish detergent. She also had some tall glass jars and a plastic syringe. She gave these out to groups of children. Then she showed them what to do.

"First, slowly pour in the honey. Don't let it touch the side of the jar."

Amir and Tarek poured the honey in. It was sticky and thick.

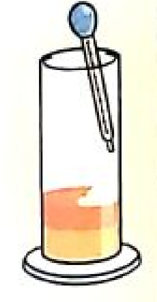
"Next, slowly pour in the maple syrup."

Amir and Tarek noticed that the maple syrup wasn't as thick as the honey. When they poured it, the syrup made a **layer** on top of the honey.



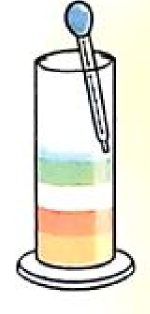
"Look!" said Tarek. "It didn't mix with the honey. It's on top."

"Use the syringe to put your milk slowly on top of the syrup, in the center. Then do the same with the dish detergent," said Mrs Hend.



Amir and Tarek added the milk. It made a white layer on top of the syrup.

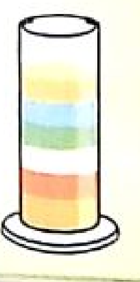
They then added the dish detergent. Then they used the syringe to make the water and vegetable oil pour down the side of the jar. Amir and Tarek carried on adding liquids in very slowly. At the end, their jar had six separate layers in.



"Well done!" said Mrs Hend. "Why do you think that happened?"

"Is it because there are different amounts of the liquids?" asked Amir.

"No, Amir. We had the same amount, but the liquids all have a different mass. The heavier liquids **sink** to the bottom. The liquids with a lower mass float on top!"



Think!

What do you think will happen if you drop a small object into the jar now?

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2 Read the story again. What happened? Order the sentences

a Amir and Tarek added the milk. [ ]

b Amir and Tarek put the honey in first. [1]

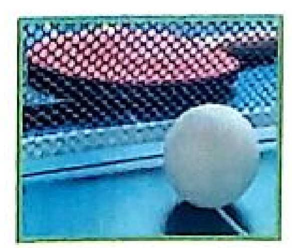
c The class talked about why the liquids floated on each other. [ ]

d The maple syrup made a layer on top of the honey. [ ]

e They put the vegetable oil on the top. [ ]



3 Work with a partner and look at the objects. Which do you think is heaviest? Which do you think is lightest?








4 Read Amir and Tarek's conversation about the next part of the experiment. Which object floats?

Amir: We can put the solid objects into the liquids. I wonder what will happen.

Tarek: We can put the coin in first.

Amir: Look! The coin sinks to the bottom. It goes through all the liquids.

Tarek: This is a ping pong ball. This is very light.

Amir: It doesn't go down to the honey. It floats on top of the water!



5 Imagine doing these experiments. Guess the results

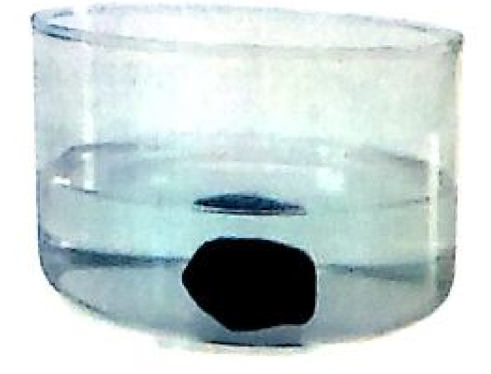
1 If you put an eraser on water, it would float.

2 If you put a coin into the liquids, it ______

3 If you put vegetable oil on fruit juice, the oil ______

4 If you put a ping pong ball on milk, it ______

5 If you put a stone on water, it ______



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UNIT 3

LESSON 6 WRITING A REPORT

1 **Read Wael's report about a school trip. Circle two facts about the place the class visited. Circle one definition**

Wadi El Rayan Waterfalls

A report by Wael Mahdi

Last week, our class went on a trip to the waterfalls at Wadi El Rayan. It was beautiful! There are two lakes there: one at the top of the waterfalls and one at the bottom. The waterfalls are 67 meters high, so the sound of water falling is very loud. We couldn't hear our teacher talking very well!



We learned that the water comes from an oasis in the desert. An oasis is a place in the desert with water. The water travels eight kilometers from the oasis to he lake through a **tunnel**.



A flamingo

Our teacher also told us that there are a lot of different birds living there. We saw some of the birds and my favorite was the **flamingo**.

Then it was time to have some fun! We jumped into the bottom lake and went swimming. It is safe to swim there, and it helped us cool down after a long day.

2 **Read the report again. Then ask and answer with a partner**

1 How high are the waterfalls?
2 How far does the water travel through a tunnel?
3 What is an oasis?
4 Which bird is Wael's favorite?
5 What did the class do to have fun on this trip?

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3 You are going to write a report about a place you have visited. Do research and make notes to answer the questions

1 Where is this place? ______________________

2 What did you do there? ______________________

3 What things, people, or animals did you see there? ______________________

4 Why did you enjoy your visit? ______________________



Think about how you can answer these questions to include facts, details, and definitions in your report. This makes your report more interesting and helps the reader learn more about the place. Your research will give you facts to include in your report. You can write definitions of things to help readers understand.

4 Imagine you and your family went to the Temples of Abu Simbel. Write a report about your trip. Use the report in Exercise 1 as a model

____

____

____

____

____

____

____

____

____



5 Work with a partner. Read each other's reports and answer the questions

- What do you like about the report?
- Did the writer include all the important information about the trip?
- Did they use facts, details, and definitions about the place?
- Do you have any questions about the place?
- Would you like to go there? Why?

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LESSON 7 LANGUAGE



1 Read the story. How many objects do the girls have to study?

"OK, students," said Mrs Hend. "Today we're going to do a science experiment. You can work in groups of three. There is a solid object in one box, and a container of liquid in another box. You have to study them and answer some questions."

Lara was sitting on her own, but Reem and Dina were sitting in front of her. Reem turned around and spoke to Lara.

"Lara, Mrs Hend said we could work in groups of three. Would you like to work with us?"

"Oh, yes please," said Lara, happily.

The girls sat together, and they took out their pens and notebooks.

"OK," said Dina, "what do we need to do?"

Lara looked at her notes. "Mrs Hend said there was a solid object in one box, and a container of liquid in another box."

"That's right," said Reem. "She said we had to study them and answer some questions."

"Great, let's get started!" said Dina.

2 Who said it? Read the story again and write the names

Dina Lara Mrs Hend Reem

1 "You can work in groups of three." ______________________

2 "Would you like to work with us?" ______________________

3 "Oh, yes please!" ______________________

4 "What do we need to do?" ______________________

5 "She said we had to study them." ______________________

6 "Let's get started!" ______________________



When we write what a person says, we use speech marks to show the direct speech: "Let's go to the mall," said Dad.

3 Add speech marks to these sentences

1 Science is my favorite lesson, said Wael.

2 Do you have a calculator? asked Amir.

3 Yes, I do, said Wael. Do you need to borrow it?

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Read and match. Then find and underline the verbs that change in reported speech. Do any other words change?



1 "I like going to the sports center," said Fares. ☐

2 "I usually go to the sports center on Tuesdays." ☐

3 "I can play football with my friends." ☐

4 "I'm going to play football after school." ☐

a Fares said he was going to play football after school.

b Fares said he usually went to the sports center on Tuesdays.

c Fares said he liked going to the sports center.

d Fares said he could play football with his friends.



Read and circle

1 In reported speech, we **use / don't use** speech marks.

2 The verb tenses **change / don't change**.

3 Other words **change / don't change**. For example, *I* changes to *he* or ***she / you***.

6 Read and complete the reported speech

1 "I go to the library on Mondays," said Amira.

Amira said she ______________ to the library on Mondays.

2 "I can play the guitar," said Magdy.

Magdy said he ______________ play the guitar.

3 "I'm going to do my homework," said Lara

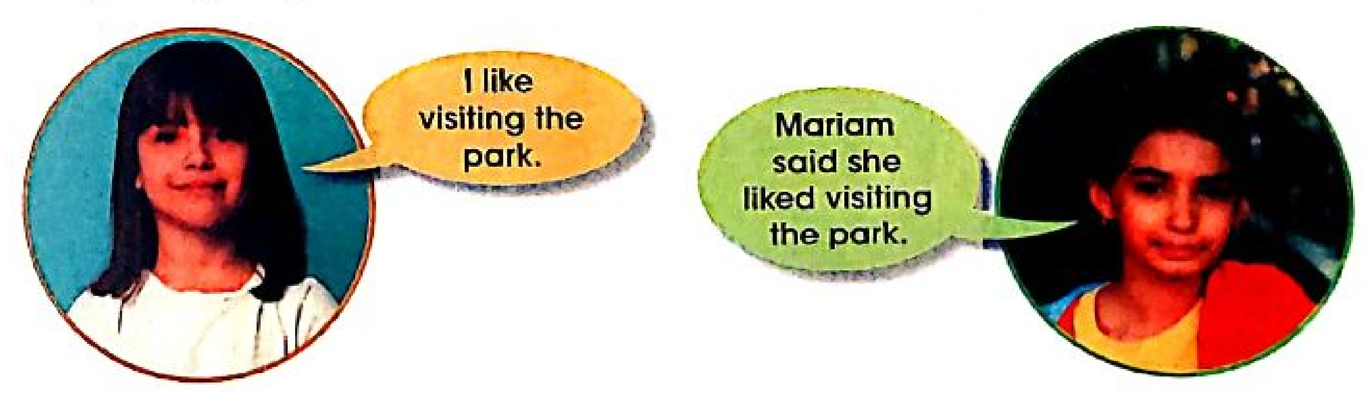
Lara said she ______________ going to do her homework.

4 "I often watch funny movies," said Tarek.

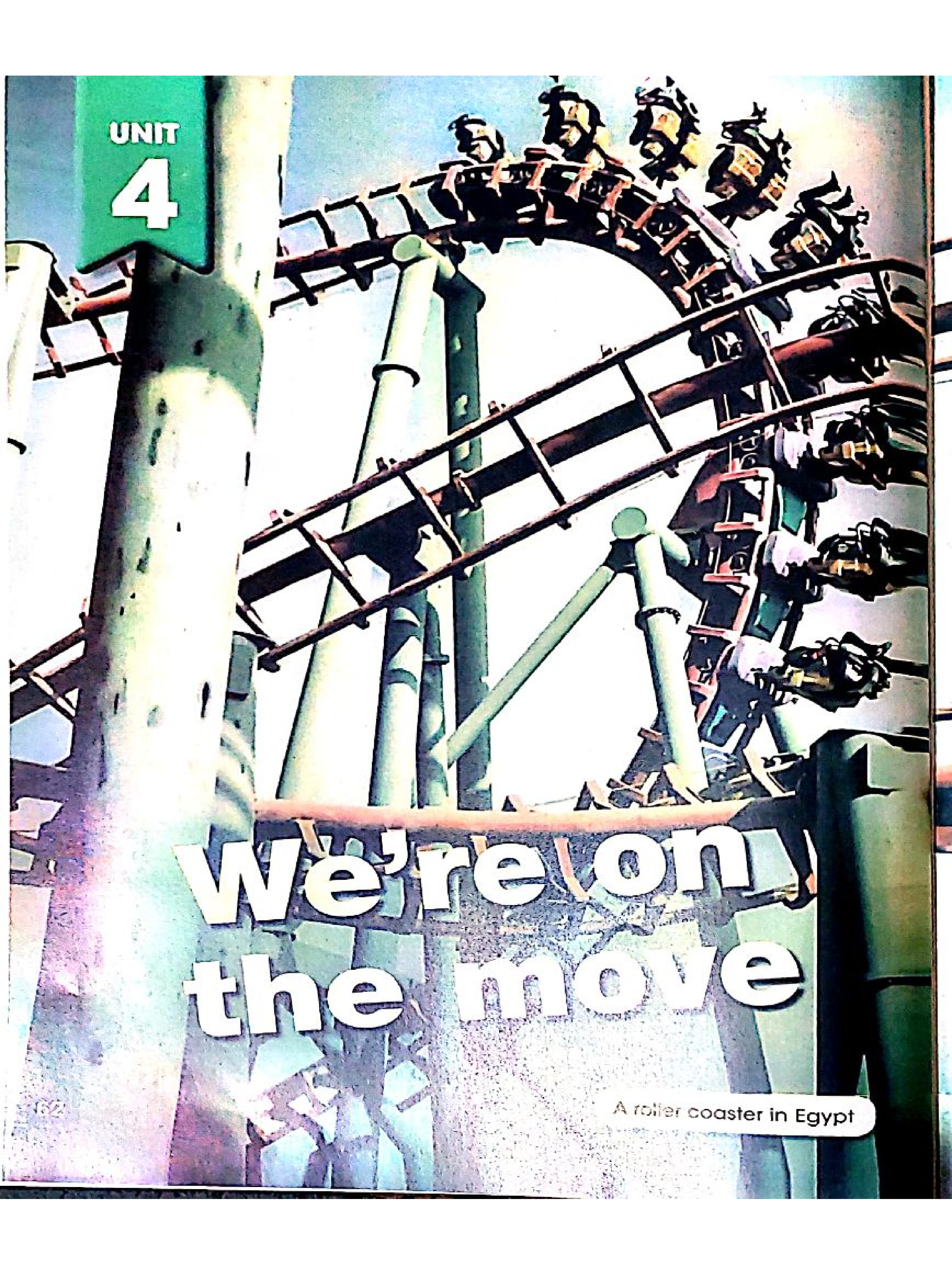
Tarek said he often ______________ funny movies.



Work in groups of three or four. Report what people say to your group



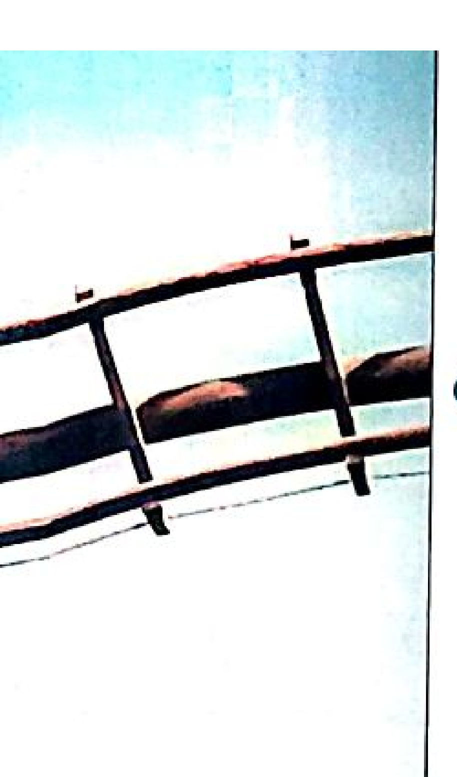
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A roller coaster in Egypt

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In this unit I will ...

- explore how bikes move.
- identify, understand, and use question tags.
- read and follow instruction for making two different paper airplanes.
- read a science-fiction story about flying and gravity.
- understand blogs about jobs in science.
- write an email using sequencing words.
- understand a story about the first man to fly.



Look, discuss, and share

1 The people are riding a roller coaster. How are they feeling?
2 Where can you ride a roller coaster in Egypt?
3 Do you like to go on rides like roller coasters?



Did you know?

The fastest roller coaster in the world is the Formula Rossa. It can move from 0 to 240 kilometers an hour in 4.9 seconds. You can ride it in Abu Dhabi.

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LESSON 1 MY NEW BIKE



Listen to and read the dialog. Why does Mazen think he will be good at cycling?

Mazen: Nabil, have you seen my new bike? I got it last week from my grandparents.

Nabil: It's great! Shall I get my bike and we can cycle together?

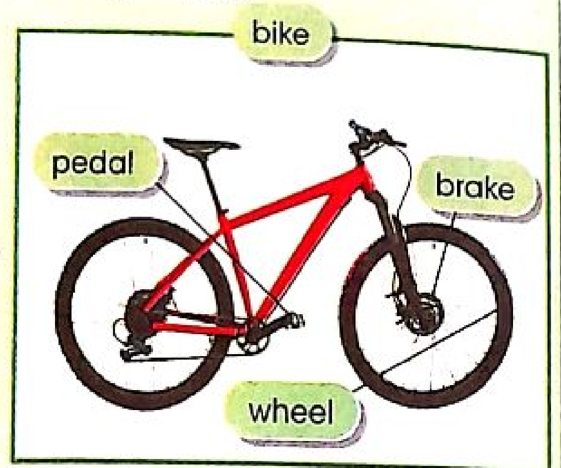
Mazen: Well, I haven't **ridden** a bike before. I don't know how. My parents want me to learn.

Nabil: I can teach you. It's easy. It's all about the forces which we learned about in our science lesson yesterday.

Mazen

Mazen: What do you mean?

Nabil: You use force to get the bike to move by **pushing** the **pedals**. You also use force to stop the bike, by using the **brakes**. That slows down or stops the **wheels**. If you want to increase your **speed**, push the pedals more quickly.



Mazen: I see. I should be good at cycling then, as I'm top of the class in science! Here I go!

Nabil: Good. You'll need to cycle harder when you go up that hill.

Mazen: Do you mean use more push force?

Nabil: Yes, but remember, when you go down the hill, the bike is going to go faster, so you'll need to use the brakes.

Mazen: I did it! That was great!

Nabil: Be careful! You're now cycling too slowly. You need to go faster or the bike will fall over ... Oh, dear, are you OK?

Mazen: I fell, but I'm fine.

Nabil: I'll help you stand up.

Mazen: Thanks! That's an example of a pull force, isn't it? I think I'm better at science than riding a bike!

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2 Read again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 Mazen rode his bike for the first time last week.
2 Nabil can ride a bike.
3 Mazen cycles quickly up and down a hill.
4 Mazen fell because the bike went too fast.
5 Nabil used a pull force to help Mazen stand up.

3 Read and match

1 When you push the pedals,
2 If you put on the brakes,
3 If you want to increase your speed,
4 When you go faster down a hill,
5 If you cycle too slowly,

a the bike will fall over.
b it slows or stops the bike.
c the bike moves.
d push the pedals more quickly.
e use the brakes.



4 Answer the questions

1 You close a laptop. This is an example of:
a speed b a push force

2 You open the door to get into a car. This is an example of:
a a push force b a pull force

3 A car goes too fast down a hill. You need to use:
a the brakes b the pedals

4 The car goes at 60 km/h. This is the car's:
a force b speed





5 Ask and answer the questions with a partner

1 When do you use a push force at home or in the classroom?
2 When do you use a pull force at home or in the classroom?
3 What other forms of transportation which you know use brakes?

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LESSON 2 LANGUAGE

1 Match the words to the photos. You can use a dictionary to help you

1 tires
2 rope
3 hook
4 spring

a ________ b ________ c ________ d ________

2 A scientist is talking to some children at a museum. Listen and put these things in the order you hear them

a a plane ☐ b a keyboard ☐ c a bike ☐
d a tennis ball ☐ e a bag of onions ☐

3 Listen again and complete the sentences with these words

friction pull slowly smaller space

1 You can fall on ice because there is less ____________ than on the path.
2 Tension is a ____________ force.
3 Air resistance makes an object move more ____________.
4 When you press on a spring, it gets ____________.
5 Gravity keeps people from flying up into ____________.

4 Read about question tags. Why do we use them?

The man said:

You don't worry about falling, do you?

You fall, don't you?

Question tags have two parts. The first part is like a **sentence** and the second part is the **question tag**. We use them to check or confirm information.

5 Complete the punctuation rules with two of these words

exclamation point comma period question mark

We use a ____________ after the first part, and a ____________ ____________ after the question tag.

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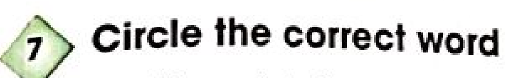


6 We can use question tags with different tenses and modal verbs. Read the examples and write the correct word

can   future   past   present

1 She went to the science museum today, didn't she? past
2 They like museums, don't they? ____________
3 This bird can fly, can't it? ____________
4 You didn't go home, did you? ____________
5 He'll call you tomorrow, won't he? ____________





7 Circle the correct word

1 If the verb in the sentence is positive, the question tag is **positive / negative**.
2 If the verb in the sentence is negative, the question tag is **positive / negative**.

8 Read and match

1 You live in Egypt, ☐ — a didn't he?
2 Waleed played football yesterday, ☐ — b can it?
3 You will be in sixth grade next year, ☐ — c don't you?
4 A camel can't fly, ☐ — d won't you?

9 Write the question tags

1 She didn't have chicken for breakfast, ____________
2 It won't rain tomorrow, ____________
3 Your mom doesn't speak French, ____________
4 The students can't go home early today, ____________

10 Complete the sentences about your friend. Use a question tag

1 You can speak ____________
2 You don't like ____________
3 Your home is ____________
4 Next week, you will ____________

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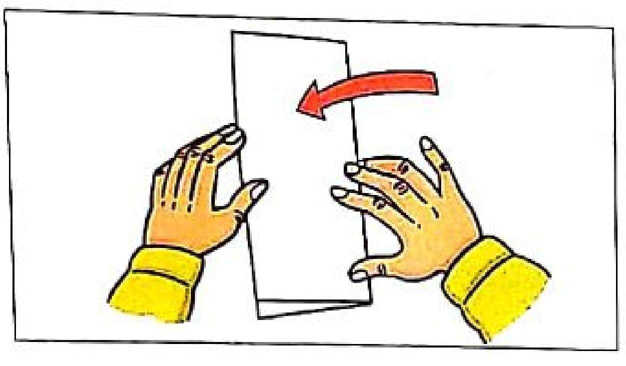
LESSON 3 PAPER AIRPLANES

1 **Have you ever made a paper airplane? How did you make it? How far did it fly?**

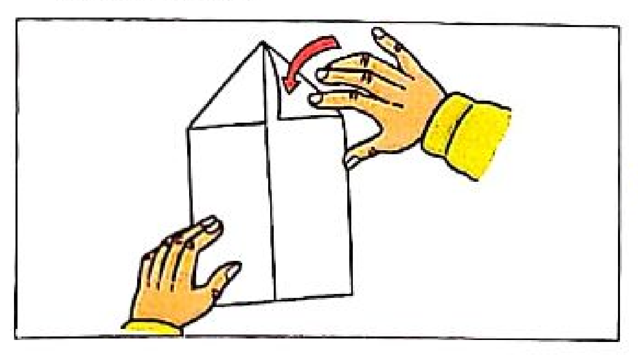
2 **Read the instructions. Make a Dart paper airplane**

The Dart

1 Take a piece of paper and fold it in half **vertically. Crease** it.



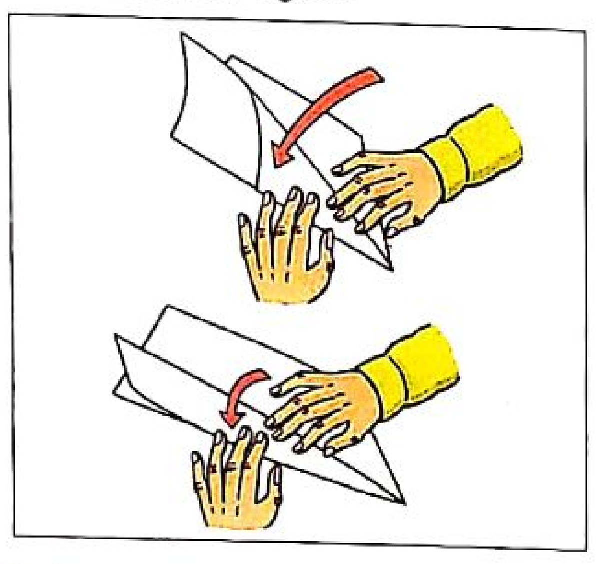
2 Open the paper. Fold over the top two corners.



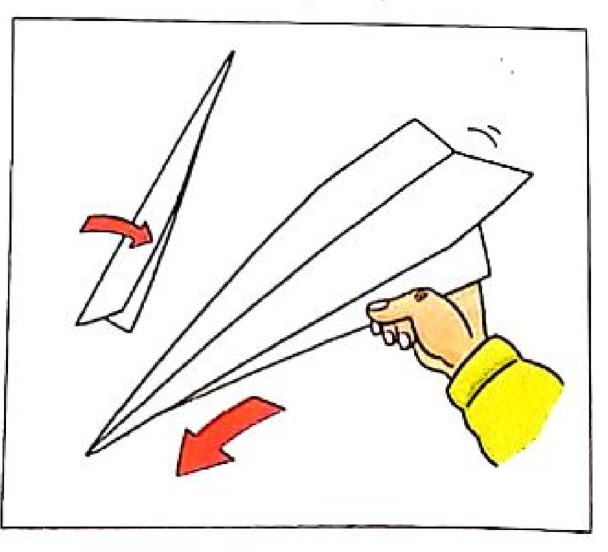
3 Turn the paper over. Fold it in half and crease it.



4 Fold down one wing and crease the top of it. Then fold it down again and crease it again.



5 Repeat step 4 with the other wing. Your Dart is ready to fly!



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3 Read the instructions. Make a Glider paper airplane

The Glider

1 Repeat steps 1 and 2 for the Dart.

2 Fold over the top triangle. Crease it.



3 Fold over the top two corners again. Make sure all of the paper is flat.



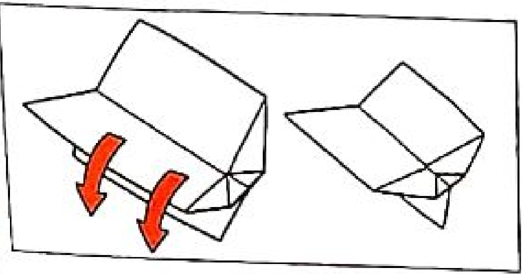
4 Fold over the **tip** from point to point. Crease everything well.



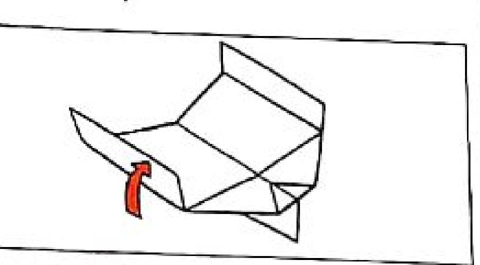
5 Fold the plane in half.



6 Fold down the wings. Fold from one corner to the other corner.

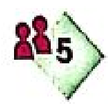


7 Now fold up a small (about 1 cm) piece of the wing. Your Glider is ready to fly!





4 Choose a name for each of your airplanes. Write the names on the planes



5 Discuss these questions with a partner

1 Which airplane was easier to make? Why?

2 Which airplane will fly farther?

3 Which airplane will stay in the air longer? Why?

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UNIT 4

LESSON 4 GRANDPA'S SPECIAL SHOES

1 Match the words to the definitions. Check in a dictionary

astronaut gravity normal special tour

1 usual, not different ___________
2 a force that pulls things to the ground ___________
3 somebody who travels into space for a job ___________
4 a journey when you visit many different places ___________
5 different from others and better than usual ___________

2 Read the story. Who usually wears Grandpa's special shoes?

Special shoes

It was the year 2122 and Hady and Hoda's grandpa was visiting them. Grandpa was an **astronaut** when he was younger. When he visited them, he always brought something interesting.

"Hello Grandpa!" said Hady.

"Do you have something to show us?" asked Hoda.

"I always bring you something, don't I? Look at these," he said.

He showed the children a pair of shoes.

"They don't look like **normal** shoes," said Hady.

"You're right," Grandpa replied. "Let's go outside. I'll show you what the shoes can do." Hoda and Hady followed Grandpa out of the house to a hill. They were very excited. They sat down and Grandpa took three pairs of shoes from a bag.

"**Gravity** usually pulls things to the ground," said Grandpa. "But these are **special** shoes. When you wear them, gravity does not pull you down. So children, if you could fly, what would you do?"

"I would fly over the **stadium** to watch my favorite football team," Hady said.

"I would fly over the sea," said Hoda.

"Let's start with a **tour** of our city," Grandpa said. "Put these shoes on. Now, hit your left foot with your right foot three times. One, two, three .... Good. Look! You can fly!"

The children flew up into the air. They could move right or left by moving an arm to that side. If they put both their arms above their head, they flew higher up. If they put their arms down by their sides, they flew down again. Hoda and Hady loved flying. It was an amazing feeling. They could see all the city from up there.

After ten minutes, Grandpa said, "OK children. Now we need to go down to the ground again."

When they were on the ground, Hoda asked, "Why doesn't everybody have shoes like these?"

"Because they are only for astronauts!" said Grandpa. "And special people too, like my favorite grandchildren!"



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3 Read again and order the events in the story (1-6)

a The children go outside with their grandpa. [ ]
b Grandpa shows the children a pair of shoes. [1]
c Grandpa asks the children where they want to fly. [ ]
d The children enjoy flying above the village. [ ]
e Grandpa tells the children how to fly with the shoes on. [ ]
f Grandpa tells the children to stop flying. [ ]

4 Match to make sentences from the story

1 When Grandpa visited Hady and Hoda, he
2 The shoes he brought were special because gravity
3 Hady wanted to fly
4 They started with a
5 Hoda and Hady
6 They flew in the air

a over a football stadium.
b tour of their city.
c always showed them something interesting.
d for ten minutes.
e does not pull you down when you wear them.
f loved flying.

5 Look at the pictures. Complete the sentences

by her sides   higher   to the left   ~~to the right~~

1 She has moved her arm to the right, so she will fly to the right.
2 She has both arms above her head, so she will fly ________.
3 She has put her arms down ________, so she will fly down again.
4 She has moved her arm to the left, so she will fly ________.

6 Ask and answer the questions with a partner

1 Look at the parachute. What makes it go down to the ground?
2 Look at the trampoline. When the boy jumps up, what brings him down again?

a parachute

a trampoline

3 What would happen if there was no gravity?
4 Would you like to wear Grandpa's special shoes? Why?
5 If you could fly, where would you go? Why?

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LESSON 5 JOBS IN SCIENCE



1 Match the jobs to the photos

astronaut engineer pilot

1 
______

2 
______

3 
______

2 Read and complete with the jobs the students want to do from Exercise 1

1 I'm Amal. I want to be a/an ______ because I'm interested in the stars and the **planets**. It is important to study other planets because it helps us understand our own planet, and this might help us solve some of Earth's problems. When you see videos of the International Space Station, it looks fun living without gravity – the people float all the time! I've read a lot about the planet Mars and the research scientists are doing. Maybe I can visit Mars one day!


Amal

2 My name is Jana. When I grow up, I'd love to be a/an ______ like my Uncle Wael. His job sounds really interesting. Did you know that people who do this job don't only help to build roads and bridges? They also help make things such as **skateboards**! Uncle Wael says that you need to understand science to do this job. For example, you need to know how friction and different forces affect how skateboards move.


Jana

3 I'm Karim. I decided I wanted to be a/an ______ when I went to an airplane festival with my mom and dad. We saw lots of different planes flying in the sky, and some of them did amazing moves, flying close to the ground, and then flying around in a circle. The planes flew in groups, sometimes with their wings very close together. It looked amazing. There was also a small museum, and I learned how **air resistance** helps the planes to stay in the air!


Karim

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3 Listen and check your answers to Exercise 2



4 Read again and answer the questions

1 Which job is important because it can help us with problems on our planet?

2 Which job needs you to understand speed and acceleration on Earth?

3 In which job does it help to understand air resistance?



5 Ask and answer the questions with a partner

1 What school subjects do you think are important for the jobs in this lesson?
2 What skills have you learned at school which might help you to do these jobs?
3 What other jobs do you know?
4 Which of the jobs do you think sounds most and least interesting? Why?
5 What job do you want to do when you are older? Why?

I want to be a doctor because I want to help people who are sick.



I want to be an architect because I want to design new buildings.



Did you know?

On Earth, gravity pushes our bones together. There is no gravity in space, so some bones move apart. So astronauts who spend six months on the International Space Station can grow 3% taller! (They return to their usual size back on Earth.)

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LESSON 6 WRITING AN EMAIL



1 **Read the email and look at the photos. Check (✓) the job Maged wants to do**



From: Maged
To: Asser
Subject: In the future ...

Hi Asser,

Are you enjoying the weekend at your grandparents?

You asked me what job I want to do in the future and I've decided now. I want to be a scientist and study space. I'm really interested in space and I want to understand it better. There's still so much that we don't know.

I talked to my parents about what I need to do. This is what they said:

First, I need to do well at school, especially in science. Then, I need to go to university and study subjects like chemistry, math, and **physics**. Do you know what physics is? It's all about energy, space, and time, so it's useful if you want to study the stars and planets.

Finally, I need to find a job at a place where people study space, like a university. Then I can work on projects and learn from other scientists. What do you think? Do you know what job you want to do in the future?

Bye for now!
Maged



2 **Read the email again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook**

1 Maged wants to go into space in the future. ☐
2 Maged doesn't want to study when he leaves school. ☐
3 The most important school subject for Maged is science. ☐
4 Maged gives Asser advice about what job to do. ☐

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3 Work with a partner. Read the email again and answer the questions

1 How does Maged start and end the email?
2 Do you think Maged and Asser are friends? Why?
3 How does Maged organize the advice from his parents?



Remember, when you write an email to a friend, you can use informal language. You can write how you would speak to them, and start and end in a friendly way. For example:

- start the email with *Hi!* or *Hello!* and *How are you?*
- end with *Bye for now!* or *See you soon!*

4 Work with a partner. Read the ideas below. Which ones are things you can do now? Which ones are things you can do in the future? Can you think of more ideas?

read a lot of books | learn from other people | help other people in my free time
go to university | work hard at school | get a job
get help from teachers, family, and friends

5 Think of a job that you want to do in the future. Write three things you need to do to get this job

First, ______________________________.
Then, ______________________________.
Finally, ______________________________.

6 Write an email to a friend. Tell them what job you want to do in the future and what you need to do to get it

____
____
____
____
____

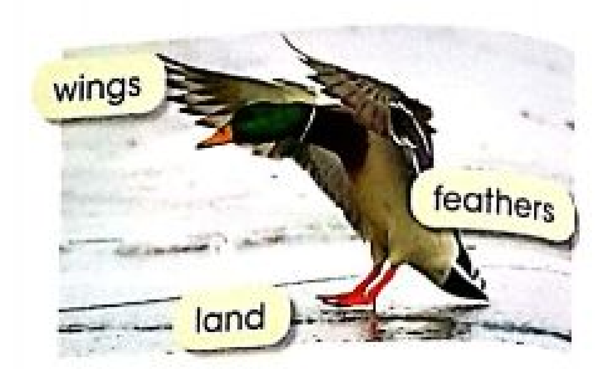
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LESSON 7 THE FIRST MAN TO FLY



1 Ask and answer the questions with a partner



1 This bird is landing on the ground. What pulls it to the ground?

2 What do you think helps it to stop?



2 Listen to and read the story. What was the old man called and why was he famous?

Ali was ten years old and he lived in the 9th century. He worked on his father's farm. Every day that summer, he saw a man walk through the fields towards a tower. The man was old but looked strong. One day, Ali decided to talk to the man.

"Excuse me, where are you going?" Ali asked.

"I'm working at the old tower," the man answered.

"Are you a **builder**?" Ali asked.

The man laughed. "No, I'm an **inventor**. I'm 65 but I don't want to stop working. There are always new things to find out!"

"What are you working on now?" asked Ali.

"I'm trying to find out how to fly like a bird," the man said, and walked away.

The next day, Ali decided to follow the man. He was carrying something.

"What are you carrying?" asked Ali.

"These are my wings. They're made of wood and **feathers**," he said.

"Are you going to use them to fly?" asked Ali.

"Well, why don't you come with me? Then we'll know, won't we?" he said.

They walked to the tower and climbed to the top. Ali watched as the man put on his wings.

"OK, here I go!" said the man, and he jumped from the tower! Ali was amazed because the man flew slowly to the ground! He did not see him **land**.

Ali ran back down the tower and soon found the man. He was sitting on the ground. He looked unhappy.

"Are you OK?" said Ali.

"No! That **hurt**!" he said.

"But you flew! I saw you!" said Ali.

"I flew, but I did not land correctly," said the man. "I need to study birds better to find out how they land without hurting themselves."

Ali later found out that the man was called Abbas Ibn Firnas. He was an important person who **invented** many things, including water clocks. But Ali did not know that in the future, Abbas Ibn Firnas became very famous because he was probably the first person ever to fly using wings.

3 Match the words with the definitions

builder feathers invent inventor land

1 soft things that cover a bird __________

2 move down until something is on the ground __________

3 make or design something for the first time __________

4 a person who builds houses, schools, etc. __________

5 a person who makes or designs new things __________

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4 Read the story again. Answer the questions

1 Why didn't the inventor want to stop working? ____________________

2 What were the inventor's wings made from? ____________________

3 What happened when he jumped from the tower? ____________________

4 What did he not do correctly? ____________________

5 What did the inventor want to study and why? ____________________

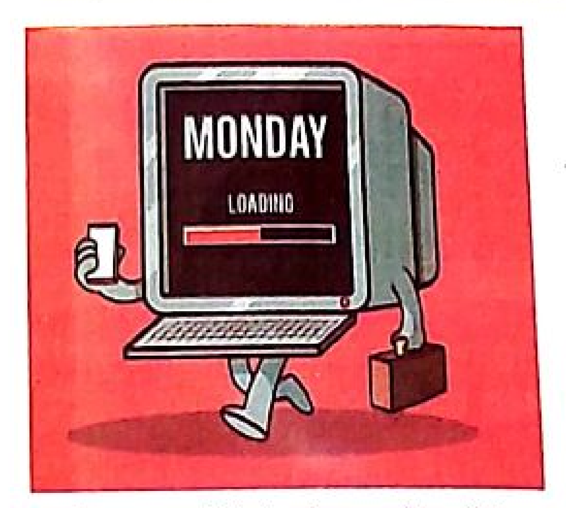
5 Ask and answer the questions with a partner

1 What other things have people invented in the past?

2 Would you like to be an inventor? Why?

3 Which of these things do you think people will invent in the future? Why?

computers that can walk   phones that can talk to animals
plastic that we can safely eat in   special shoes that fly



I think that people will invent phones that can talk to animals, because ...

4 Can you think of any other things people might invent? Share your ideas with the class.



6 Imagine that you are Ali. Write an email to a friend in your notebook. Tell your friend about when you met Abbas Ibn Firnas

Remember to:

- say what happened
- say how you felt
- check your work for the correct language, spelling, etc.

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REVIEW 2

LESSON 1



Write the words in the correct box in the table

astronaut engineer flax gold linen mass odor pilot pull push speed texture

Forces	Natural resources	Jobs	Physical properties



Look and label the photos

engineer gas ice liquid metal spring

1 

2 

3 

4 

5 

6 

3 **Read and circle the correct words**

1 You use a **push / pull** force to make a bike move.
2 You can stop the bike by using the **brakes / wheels**.
3 Without **speed / pedals**, the bike will fall over.
4 **Friction / Gravity** stops people from floating up into space.
5 **Solids / Gases** have a fixed shape.
6 You can pour a **liquid / solid** into a cup.

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4 Listen and complete the reported speech with the correct form of these words

can make a video go to the library
have a red calculator love science club

1 Nour said she loved science club.
2 Hala said she ______.
3 Adam said he was ______ after school.
4 Yousif said he ______ of an experiment.

5 Complete the sentences

hit was younger won would make would melt

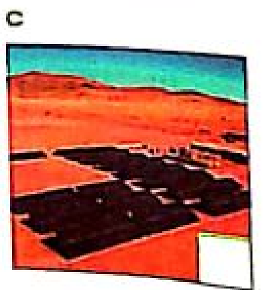
1 If I ______ the science competition, I would get a prize.
2 If we didn't burn fossil fuels, we ______ less pollution.
3 That ball would move quickly if you ______ it hard.
4 The ice ______ if you put it outside.
5 If Grandpa ______, he would play tennis with me.

6 Complete the question tags. Then match to the photos

1 They went to the geological museum yesterday, ______
2 The liquid is hot, ______
3 The paper airplane can fly quickly, ______
4 We'll use more solar energy in the future, ______

a


b


c


d


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LESSON 2



Read and complete. Choose *a, b,* or *c*. Then listen and check

An oasis is a place in the desert which **1** ____________ lots of natural resources. If water **2** ____________ come from under the ground, the plants wouldn't **3** ____________. If you visited an oasis, you **4** ____________ beautiful trees and flowers in the middle of the desert. People have **5** ____________ in these oases for hundreds of years. Agriculture **6** ____________ very important and people can grow lots of different fruits and vegetables.

	a	b	c
1	does	has	makes
2	not	didn't	hasn't
3	grow	grew	grows
4	would see	saw	will see
5	live	living	lived
6	is	are	has



Listen and number the photos. Then match the words to the pictures

freeze skateboard solar energy speed

a ____________

b ____________

c 1 ____________

d ____________

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3 Look, read, and match the photos and the descriptions

a b c d e

1 (c)

1 ____________ fuels are ____________, which means you cannot use them again.

2 Salt was a very important natural resource in ancient Egypt. People used it in ____________ and agriculture, and also to keep food ____________.

3 You have to be careful when you walk on ____________, because there is less ____________ than on a path, and you might fall over!

4 Mud was an important ____________ in ancient Egypt. People took it from the Nile when it was ____________ and made it into square bricks.

5 Gold is found under the ____________. People build ____________ to get it.

4 Read again and complete Exercise 3

ice Fossil fresh friction ground medicine mines non-renewable resource soft

5 Read and complete

boil gas ice liquid solid

Water is a 1 ____________. When you 2 ____________ water, it turns to steam. This is a 3 ____________. When you freeze water, it turns to 4 ____________. This is a 5 ____________.

6 Answer the questions with these words

a plastic ruler an old fish an old wooden table

1 Which has a strong odor? ____________

2 Which is rough? ____________

3 Which can you somtimes bend? ____________

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PRESENTATION



Research a job you would like to do in the future. Complete the fact file

Name of job: ______	
What do you need to learn before you can do this job?	
What do you do in this job?	
Where do you work?	
What do you wear to work?	
What time do you start and finish work?	

2 Find a photo or draw a picture of a person who does this job





Work in pairs. Practice talking about this job

Remember this advice:

- Use your fact file, but don't just read it out. Look at the people you are talking to.
- Breathe slowly if you feel worried.
- Speak slowly and clearly.
- Display the picture and explain what it shows.



Work in groups. Present your job to your group





Listen to other students' presentations and complete the table

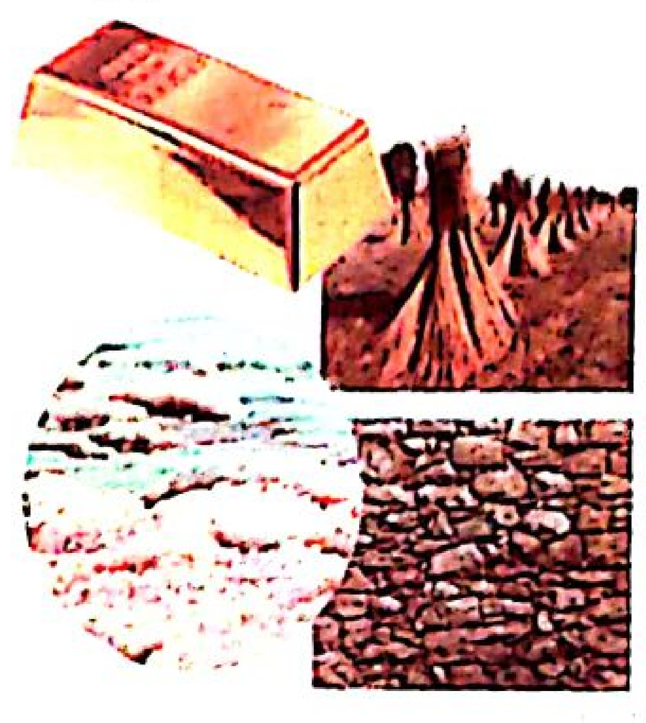
	Name: ______	Name: ______	Name: ______
Do they look at the people they are talking to?			
Do they speak slowly and clearly?			
Do they explain the picture well?			

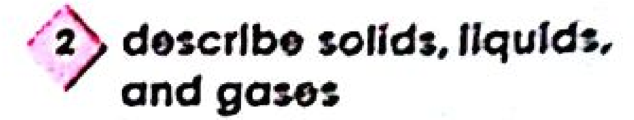
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Self-Assessment

Now I can ...

1 **talk about and name natural resources**





2 **describe solids, liquids, and gases**



3 **talk about different types of motion and force**





4 **form and use the second conditional**

If we went to the desert, we would visit an oasis.

5 **use reported speech**

Fares said he liked going to the sports center.

6 **understand and use question tags**

He'll call you tomorrow, won't he?

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TERM 1 PROJECT 2



Work in a group. Read and think about the project

You have to create a poster about the importance of the Nile. You will present the poster to the class. Teachers will use this poster in their classrooms around Egypt.



Think and check ✓

Where can you find out information about this project?

Books ☐ The Egyptian Knowledge Bank ☐ Interviewing people ☐



Do some research to find answers to these questions

- Who uses the Nile?
- What do people use it for?
- What kind of ecosystems can you find in the Nile?
- What natural resources does it have?
- Why are these resources important in Egypt today?



Write notes about what you learned

Why the Nile is important



Discuss, plan, and write notes

- How will you present your ideas?
- What will you say?
- What pictures will you use?

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Plan where to put the pictures and the texts. You should have at least three pictures with three paragraphs

1. Include at least three reasons why the Nile is important.
2. Include one picture for each reason. Choose colorful pictures.
3. Design your poster so that it is nice to look at.



Create your poster

1. Decide which job each person in your group will do.
2. Write neatly or print your texts on a computer.



Present your group's ideas to the class





Read and circle

These are some ideas to remember when working in a group. Think about how you worked with your group today. Give yourself a score from 1 to 5 (5 is the best score).

I listen to other people's ideas	1	2	3	4	5
I make suggestions	1	2	3	4	5
I discuss ideas	1	2	3	4	5
I communicate well	1	2	3	4	5
I write clearly	1	2	3	4	5
I focus on the task	1	2	3	4	5
I support other people	1	2	3	4	5



Think and write

1. What did you do well when you worked in a group today?

____

____

____

2. What will you do better when you work in a group again?

____

____

____

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FICTION 

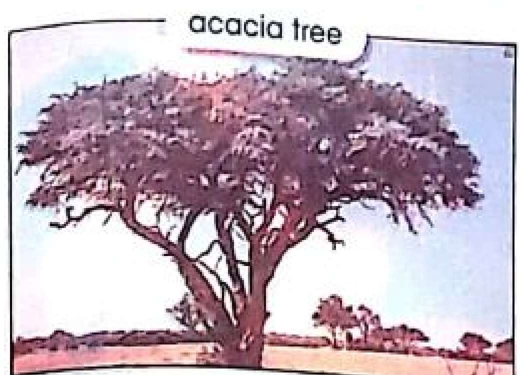
Jubari searches for home

BY JENNIFER FARMER

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PICTURE DICTIONARY

acacia tree



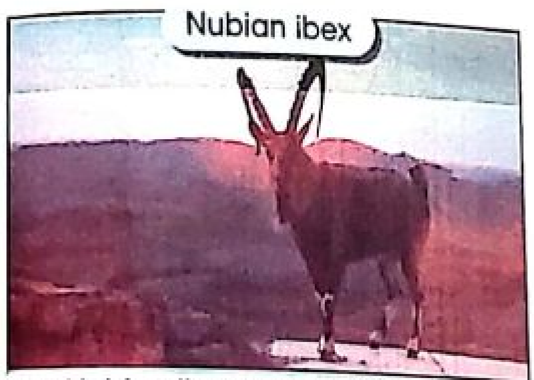
An acacia tree is a species of tree which grows in hot dry places.

daffodil



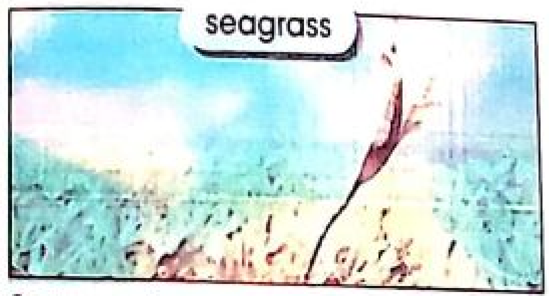
Daffodils are species of yellow flower which grow from bulbs.

Nubian ibex



The Nubian ibex is a species of goat which lives in the mountains of northern Africa and the Middle East.

seagrass



Seagrass is a species of plant which grows under the sea.

brave



If you are brave, you are not afraid in dangerous or difficult situations.

hoof / hooves



A hoof is the hard foot of an animal. For example, horses, goats, and cows have hooves.

salty



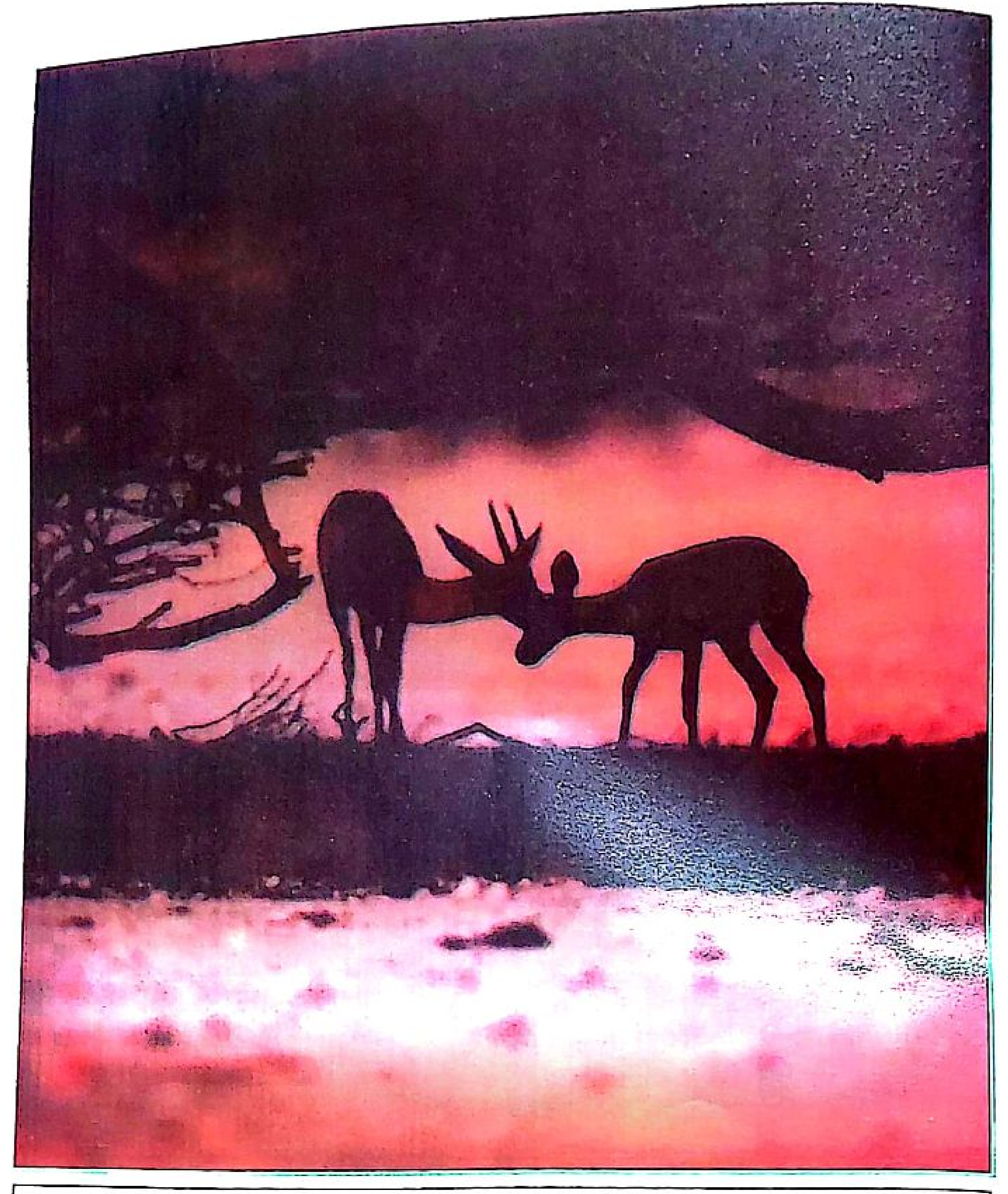
Food with a lot of salt in it tastes salty.

steep



A steep hill goes up or down very quickly, and so it is difficult to climb.

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Jubari the dorcas gazelle was born in Wadi el Gemal in Egypt's Eastern desert.

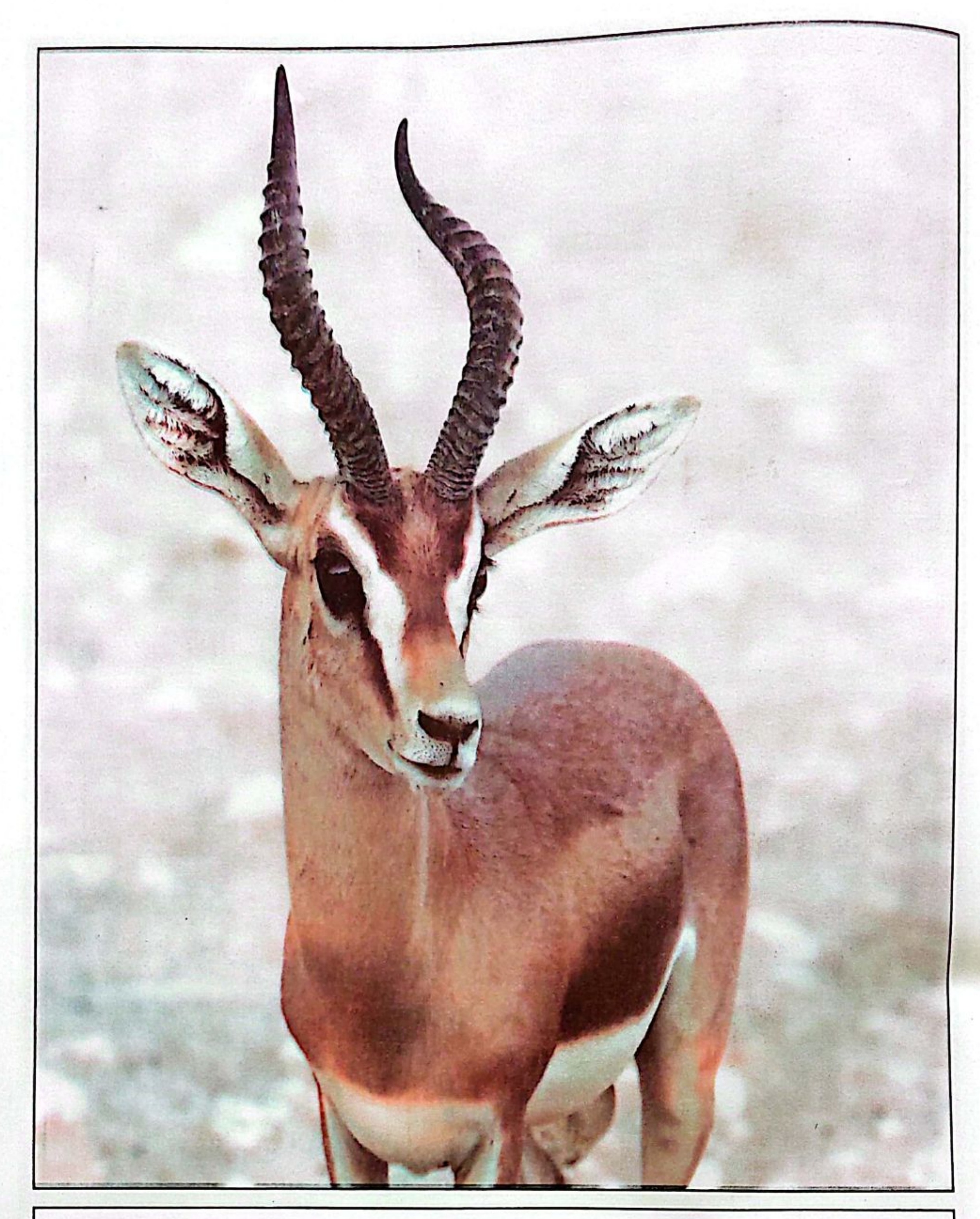
For the first year of his life, Jubari followed his mother, Subira. She showed him which plants to eat and where to rest on hot days.

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Jubari was very **brave**. He wanted to go everywhere and play with all the animals. However, Subira taught him which animals were dangerous and how to stay away from **predators**. He learned to run away very quickly.

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One day, Jubari and Subira were looking for food. Jubari asked his mother, "Mom, what is this place called?"

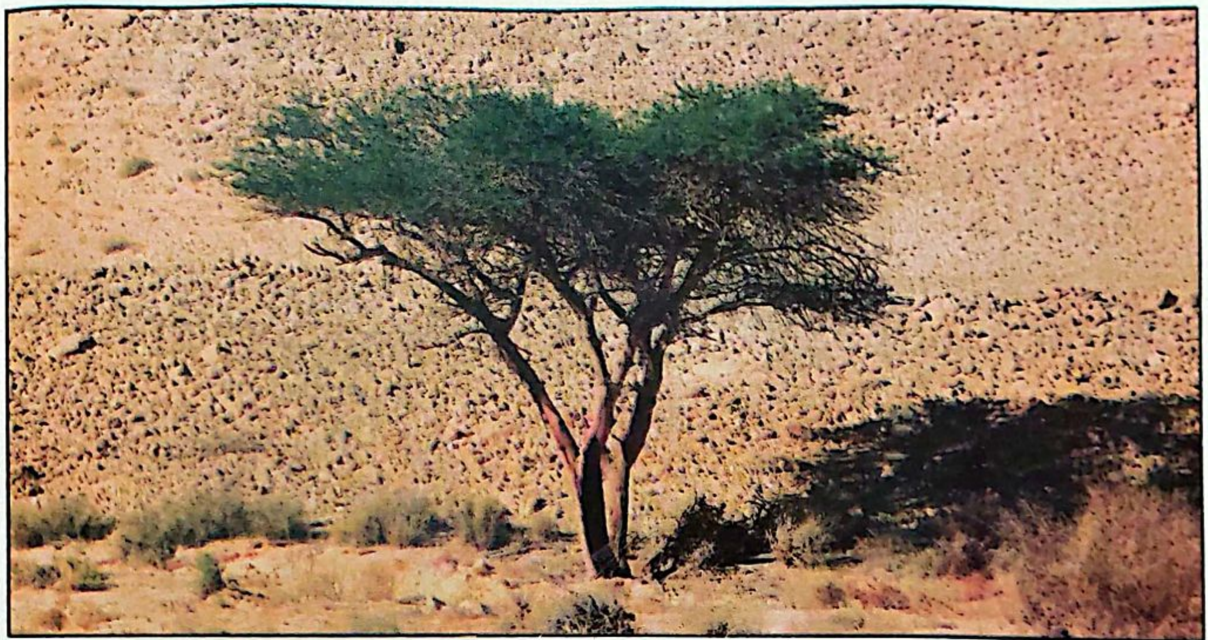
Subira answered, "This is Wadi el Gemal, son. It means 'Wadi of the Camels'."

"Why do we live in the Wadi of the Camels?" Jubari said. "We are gazelles."

Subira laughed. "It's only a name, son. Many animals live here. Wadi el Gemal is the perfect place for gazelles."

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"Why?" Jubari said.

"Well," said his mother. "There are special plants here. First, there's our favorite food, the desert **daffodil**! And there is also the acacia tree. Their leaves give us food and water all year round, so we never need to drink. And the **acacia trees** need us, too."

"Why do they need us?" Jubari said.

"We eat their seeds and take them to new places. Then more acacia trees grow."

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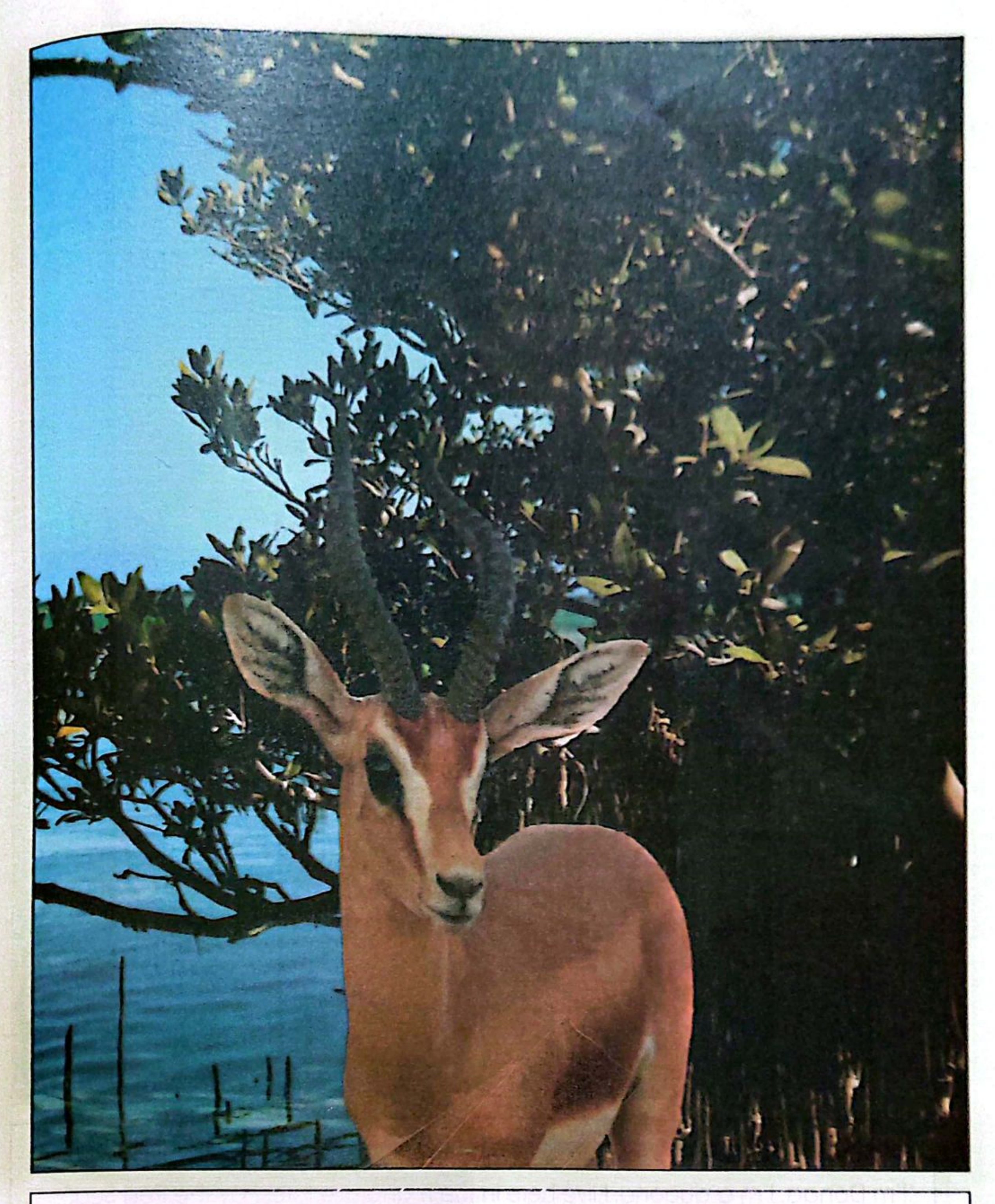
"I understand," said Jubari. "But is there a place called 'Wadi of the Gazelles'?"

"I don't know," said his mother.

"I am going to look for it," said Jubari.

"OK," said his mother. "But remember all the things I have taught you and come back soon!"

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Jubari decided to go east. He was excited, so he ran very quickly.

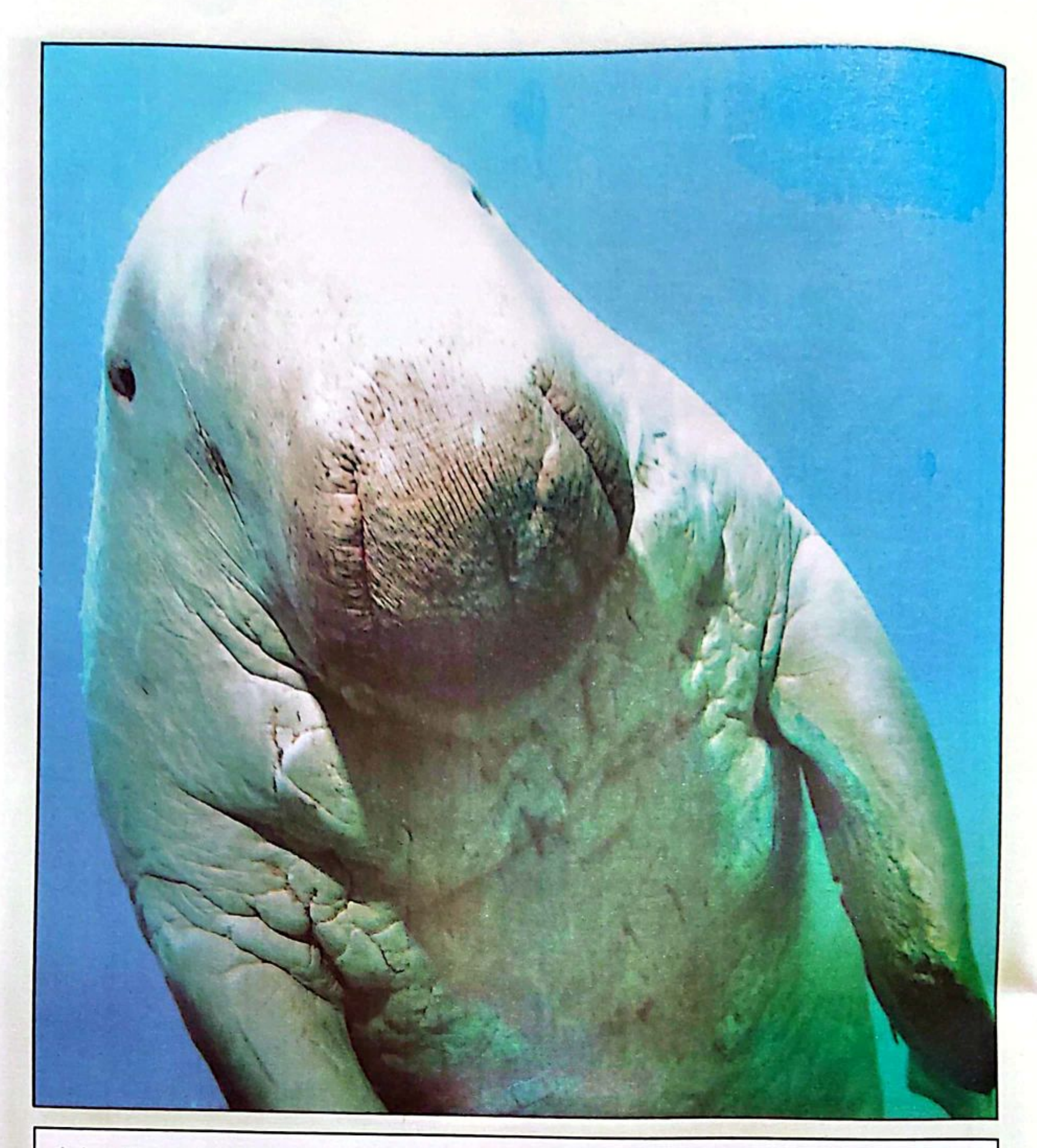
Soon, he saw some new kinds of trees. He walked into the trees and stopped. His hooves were under water!

Jubari was thirsty, so he tried to drink. "**Yuck**!" he said. The water was very, very salty.

Then he heard a voice.

"You can't drink that water! It's sea water."

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Jubari looked and saw a big white animal in the water. It was looking at him.

"I'm Donga. I'm a dugong. I live here in the mangrove forest by the Red Sea."

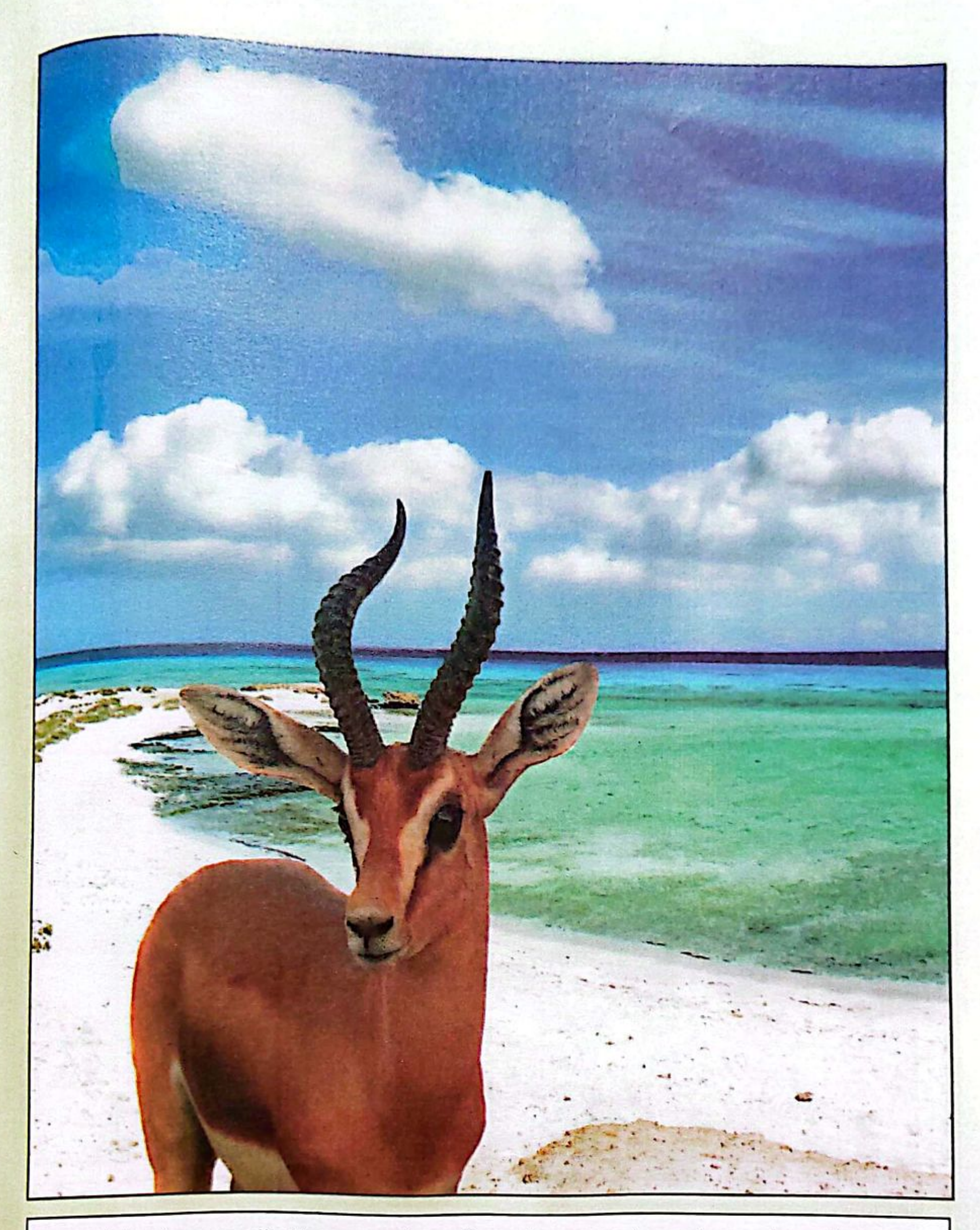
"I'm thirsty," said Jubari.

"Would you like some of my **seagrass**?" said Donga.

Jubari tried the seagrass, but it was very salty, too. "Thank you," he said. "But the mangrove forest is too salty for me! Do you know where I can find the 'Wadi of the Gazelles'?'"

"I'm sorry," said Donga. "I don't know."

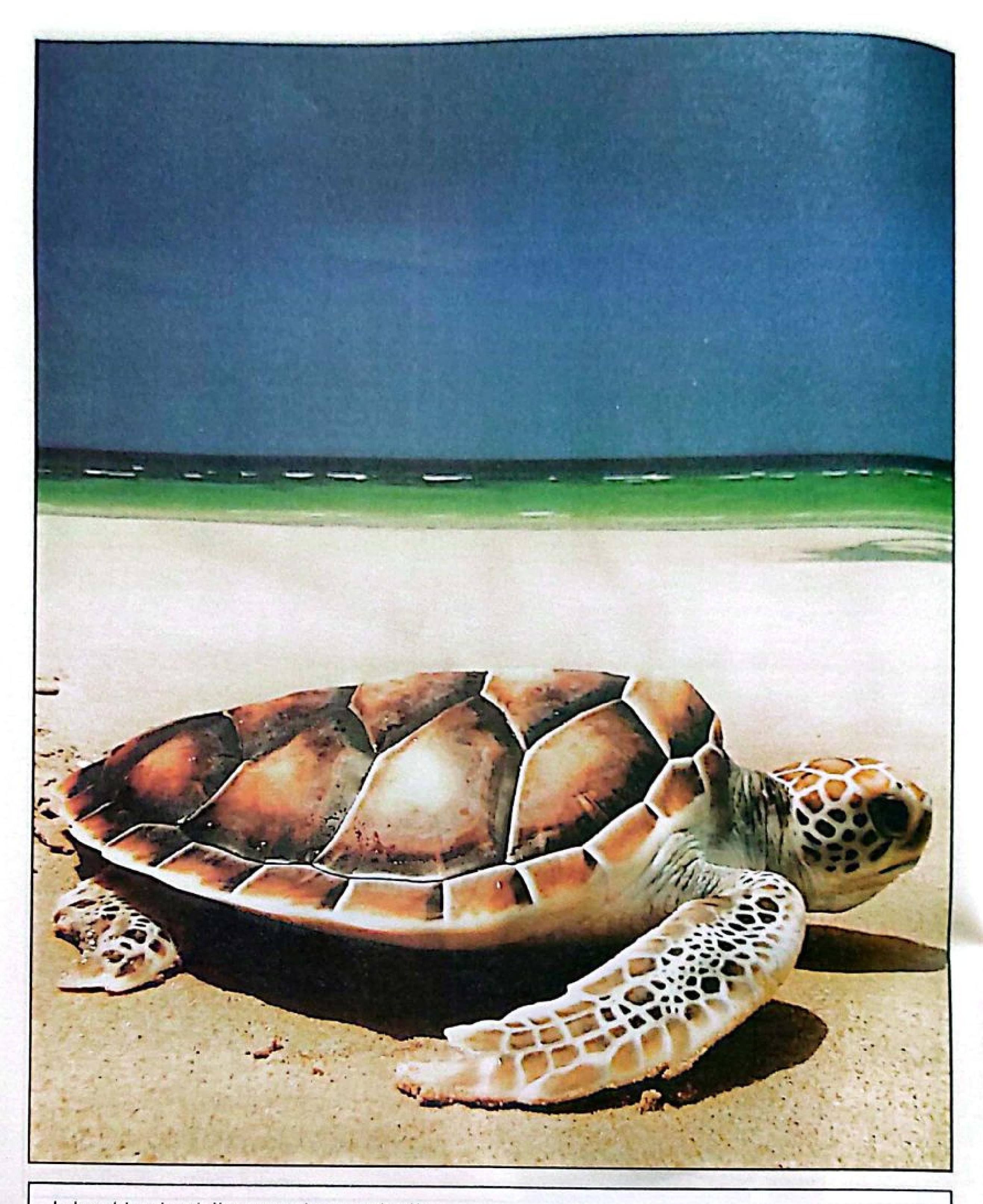
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Next, Jubari ran north. He ran and ran. Soon he came to a place where the ground was white, and very soft. He walked slowly. His hooves were going into the ground.

Then he heard a voice. "Please don't walk here. My eggs are in the sand."

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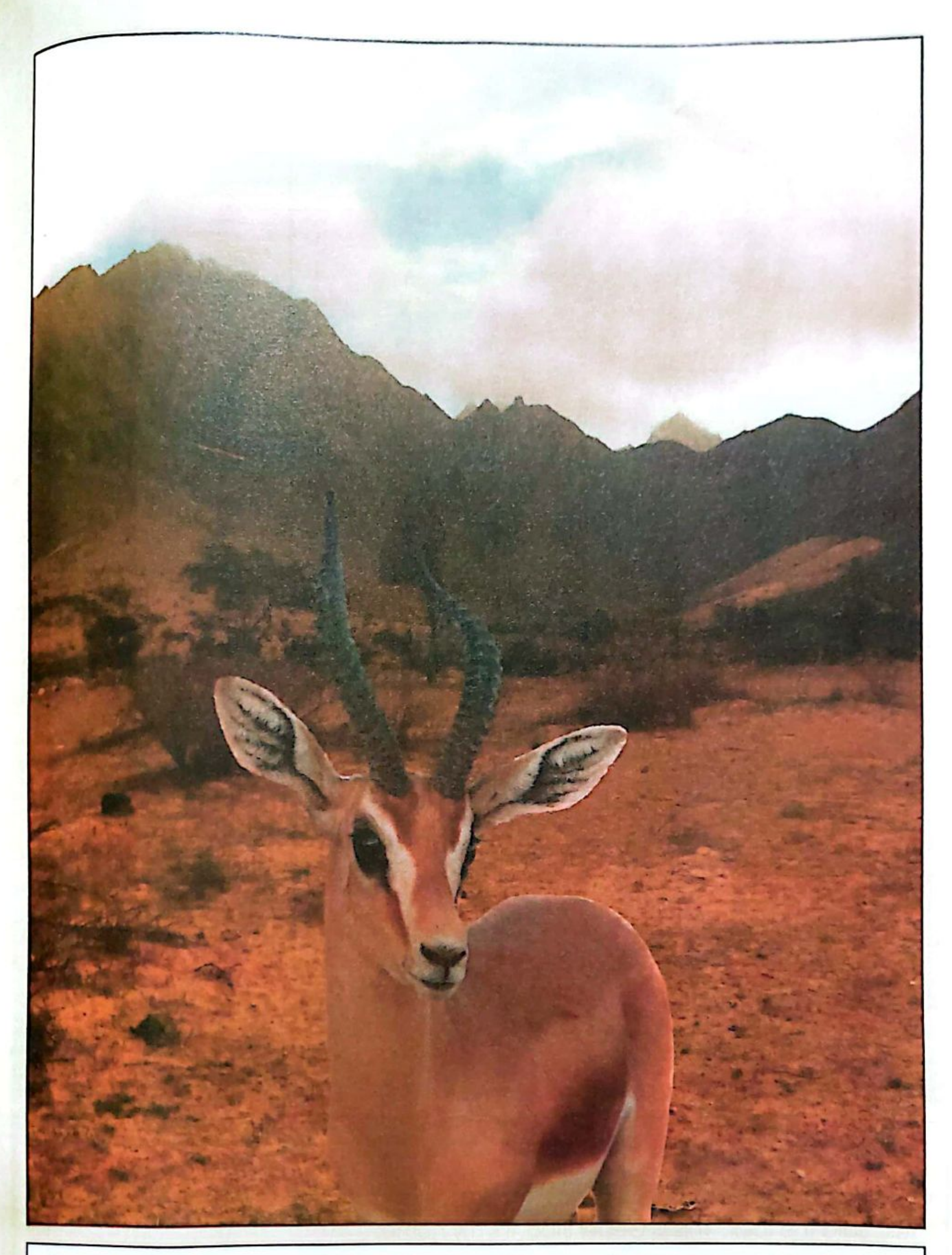
Jubari looked. It was a brown turtle.

"I'm sorry," said Jubari. "What is this place?"

"It's my home," said the turtle. "Ras Hankorab beach."

"It's very nice," said Jubari. "But it's not a good place for gazelles. We can't run fast here because the sand is too soft."

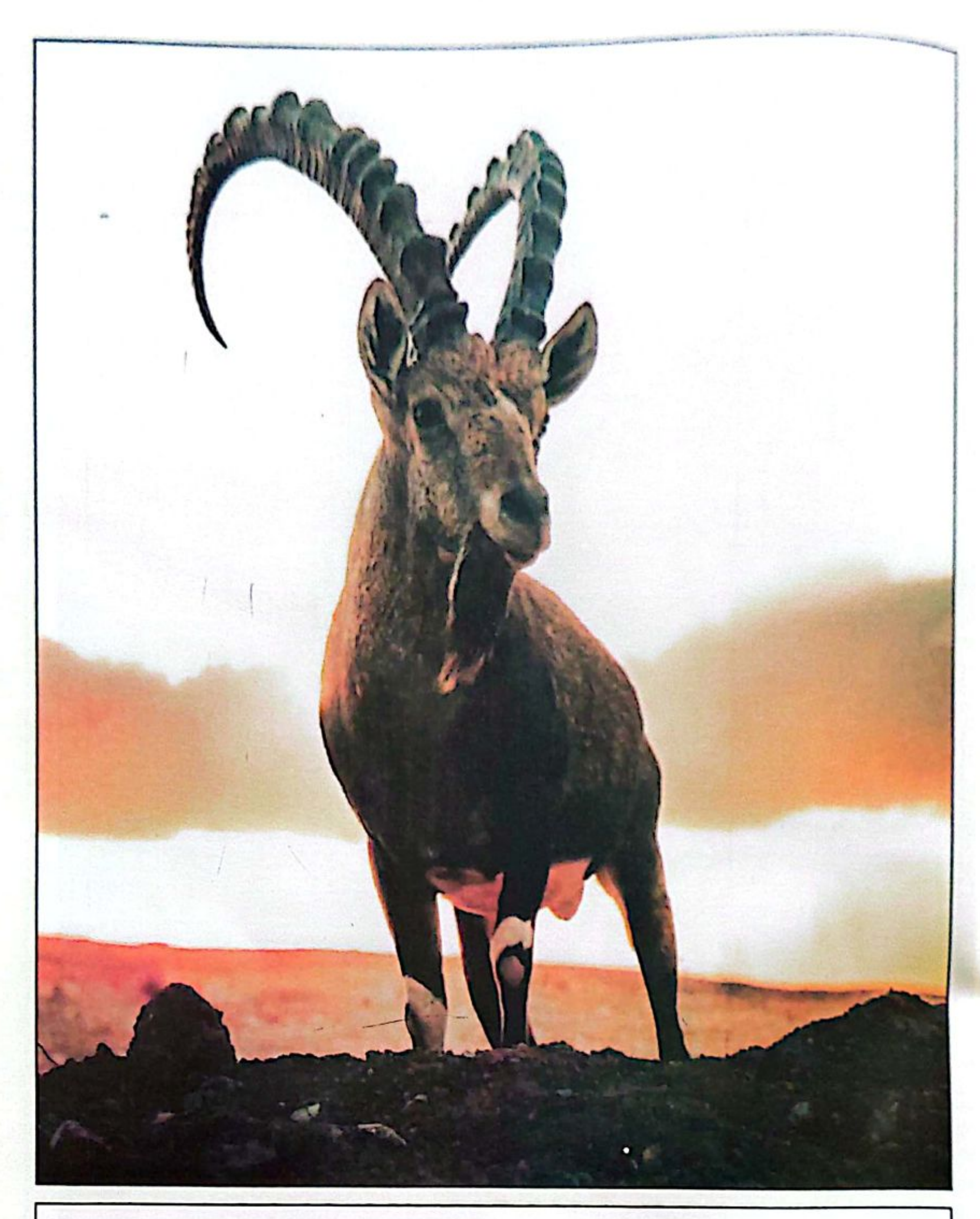
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Jubari decided to go south. He ran and ran. He came to some mountains. "I might see the 'Wadi of Gazelles' from the top," he thought.

Jubari climbed the biggest mountain. It was very **steep**. His legs became very tired.

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Then he saw an animal, a **Nubian ibex**.

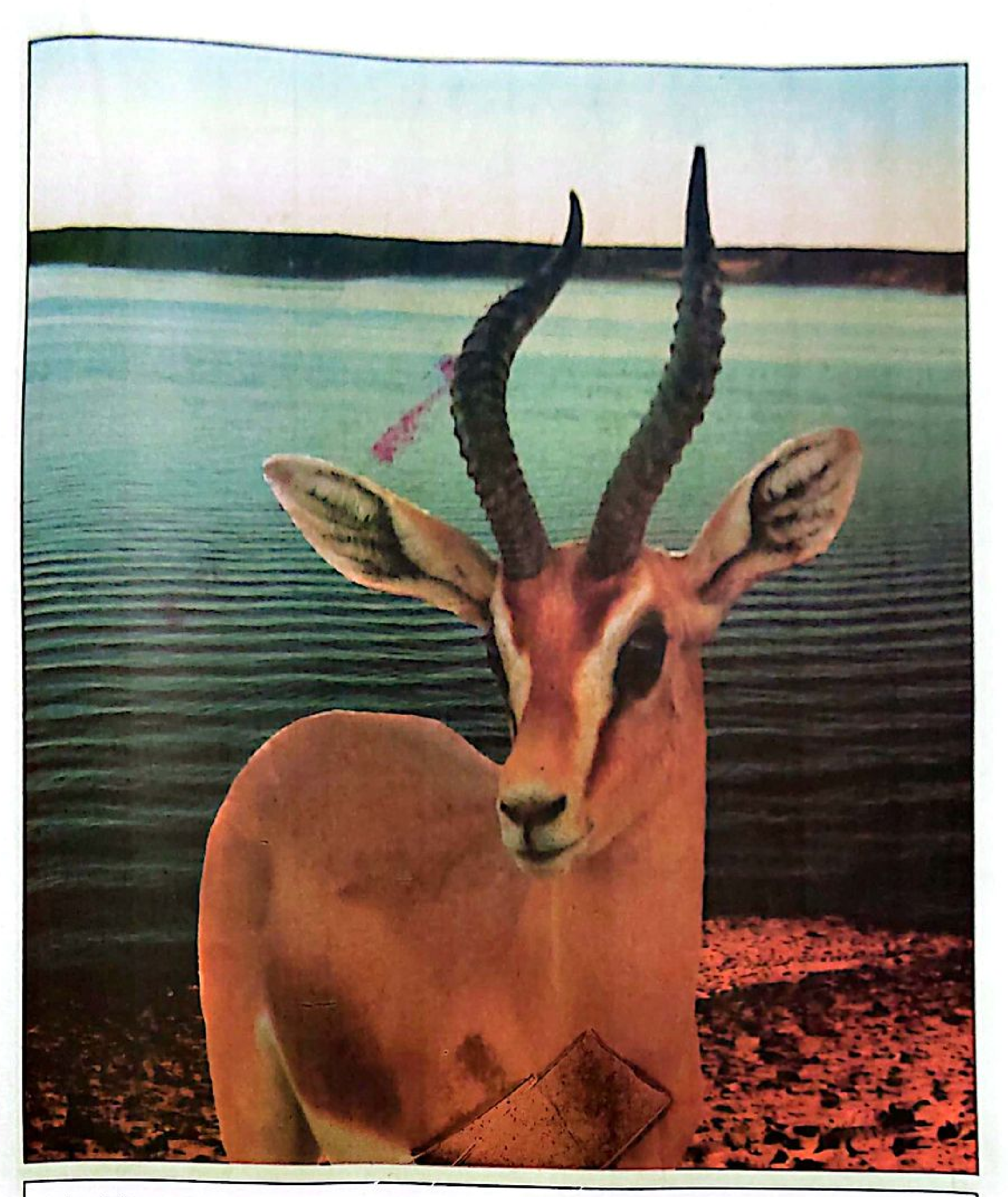
Jubari said, "Hello! Have you been to the top of this mountain?"

"Yes," said the ibex. "This is Gebel Elba. It's my home."

"It's too steep for my legs," said Jubari. "Can you see the 'Wadi of the Gazelles' from the top?"

"I don't know that place," said the ibex. "But I can see a very big lake to the west."

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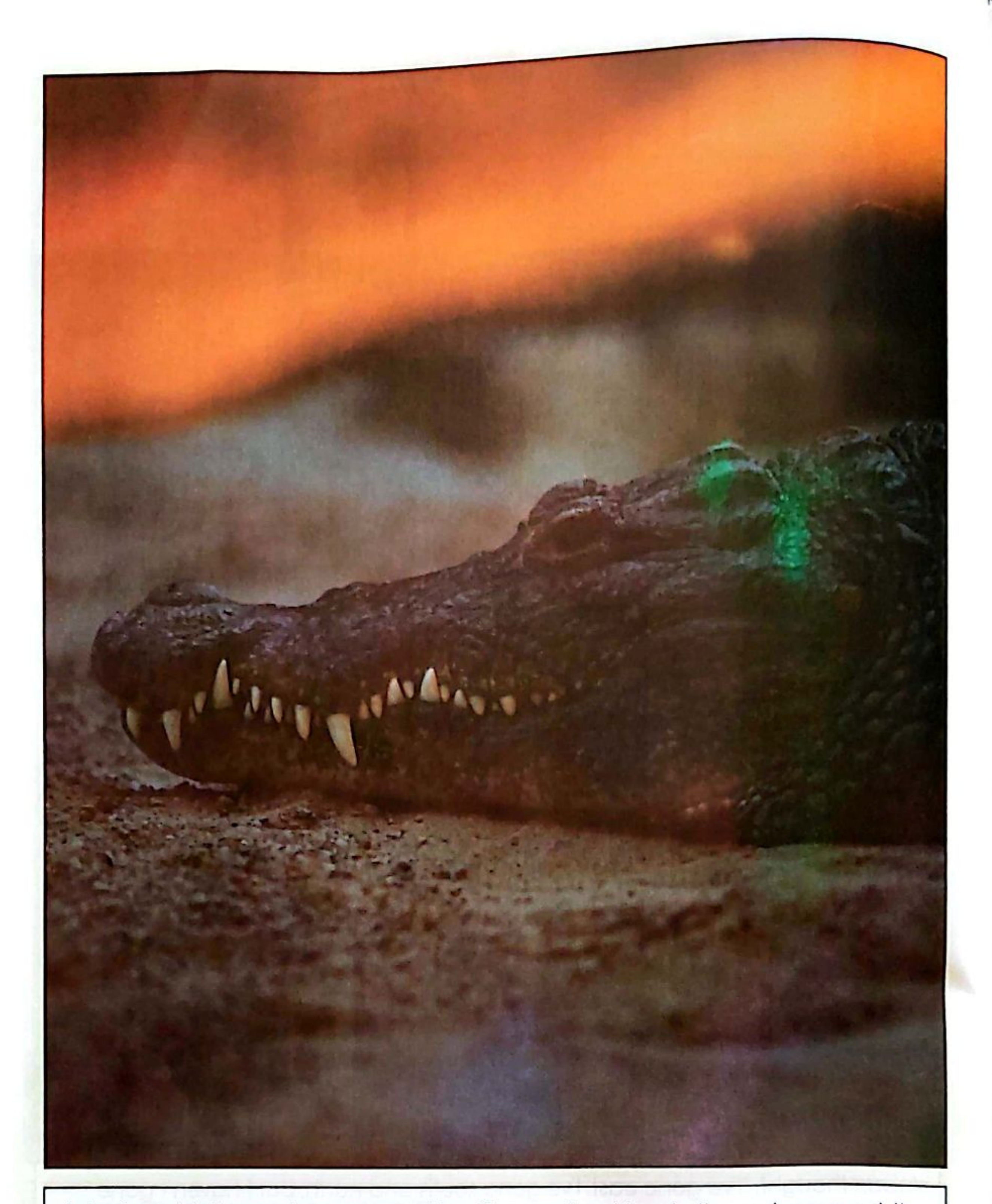
Jubari thought, "I've gone east. I've gone south and north, but I haven't gone west."

He ran and ran. After a long time, he came to a very big lake.

"What is this place?" he said.

"This is Lake Nasser," said a voice. "It's a man-made lake. The people made it because they needed water. It's an important resource for them. But delicious gazelles don't need water to drink, do they?"

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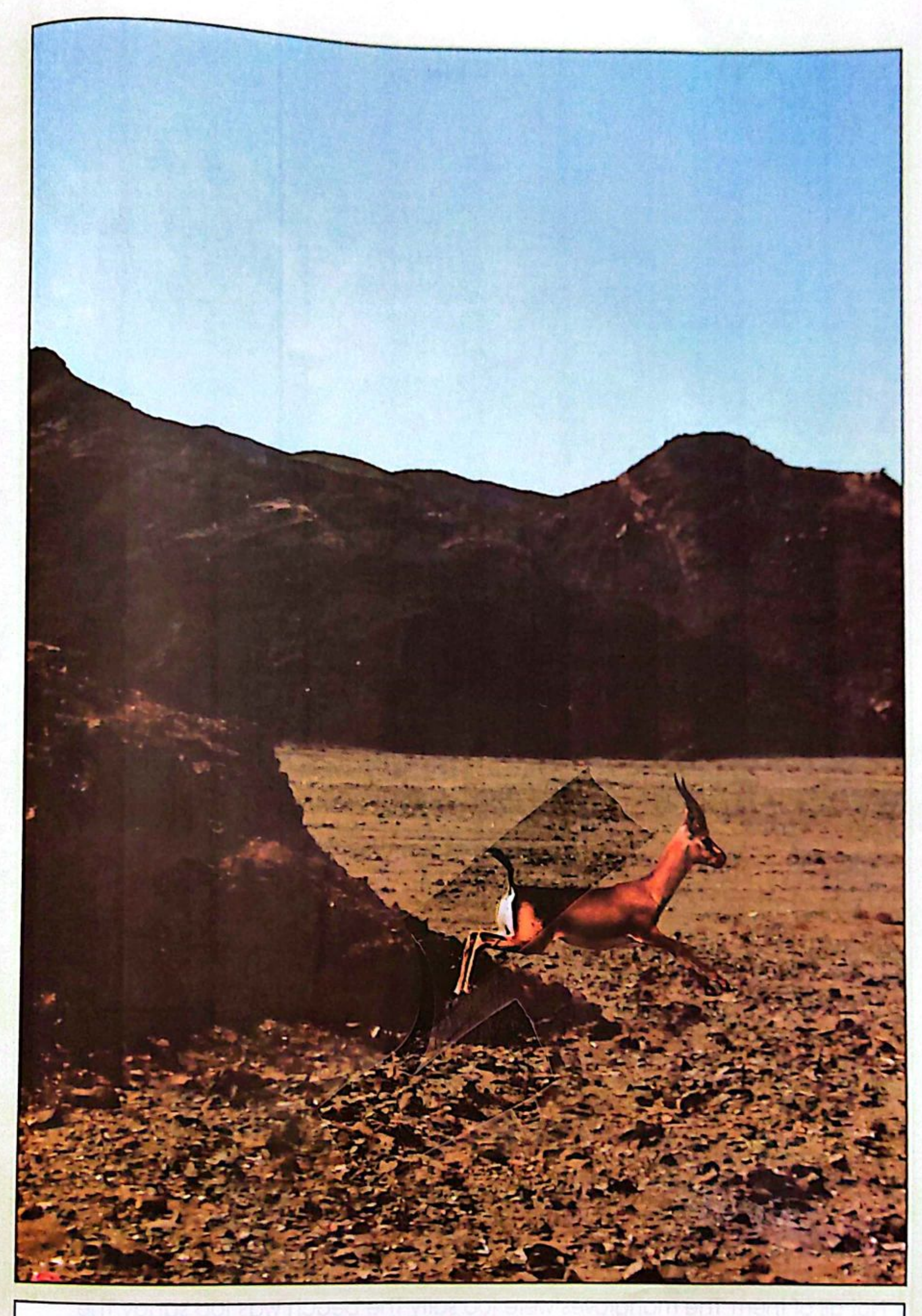
Jubari couldn't see who was speaking. Then a dead tree in the water moved. It wasn't a tree! It was an animal!"

"What are you?" said Jubari.

"I'm a crocodile," said the animal. "This is my home, and I'm hungry."

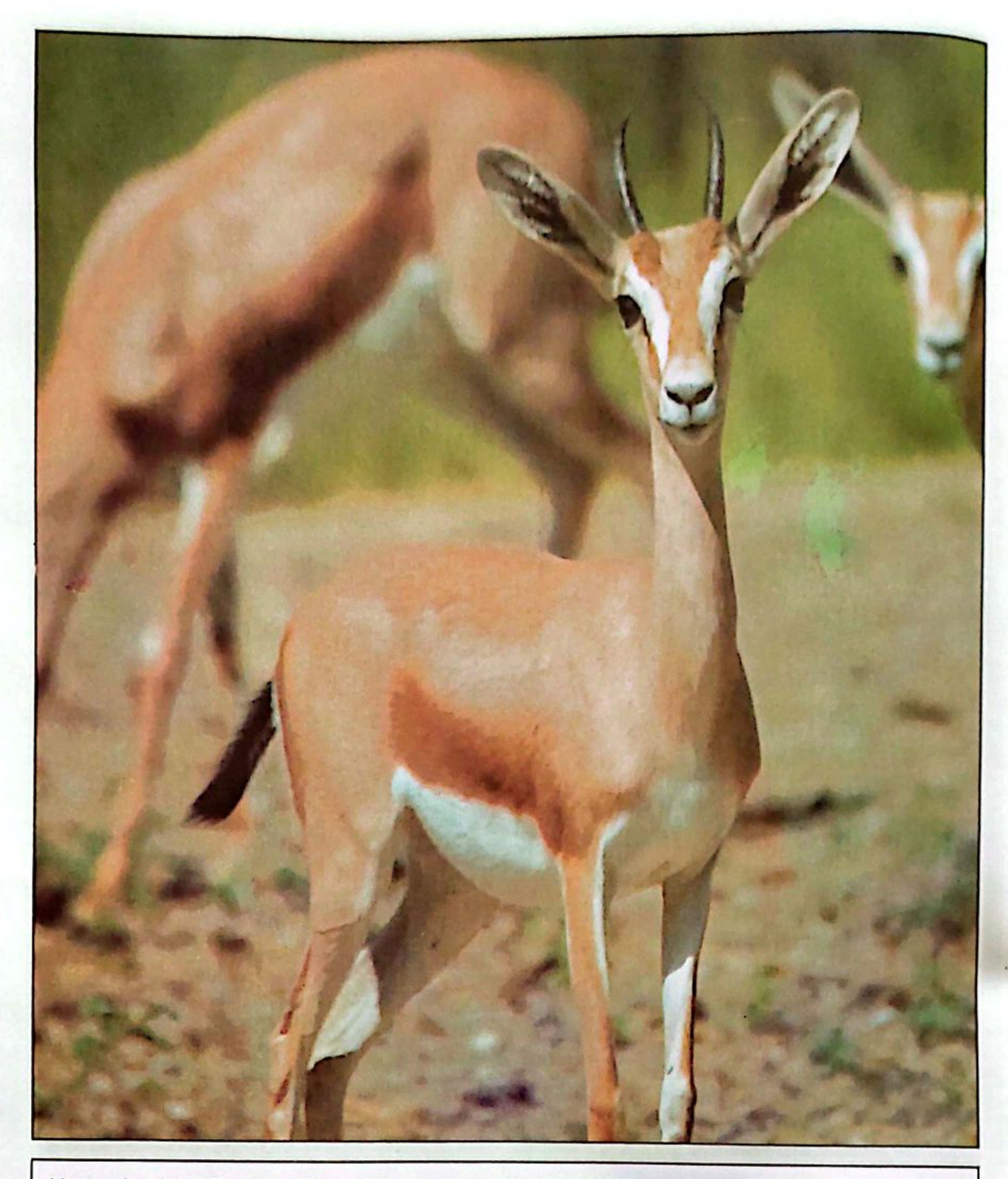
Jubari's mother taught him not to stay near animals with big teeth. It was too dangerous! He ran and ran ...

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... all the way home to the Wadi el Gemal.

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He looked for Subira. "Mom! Mom!" he cried.

"Jubari, my brave and curious son. You are home," his mother said. Smiling, she asked, "Did you find the 'Wadi of the Gazelles'?"

"No, I didn't. But I found a lot of other places."

"Did you like them?" his mother asked.

"Not all of them. The mangroves were too salty. The beach was too sandy. The mountains were too steep. And there weren't many acacia trees."

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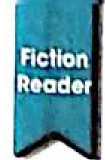


"Well, we have a lot of acacia trees here, and the desert is perfect for us to run and run!"

"Yes," said Jubari. "You were **right**. Wadi el Gemal is the perfect place for gazelles."

"I'm so happy that you agree," she smiled.

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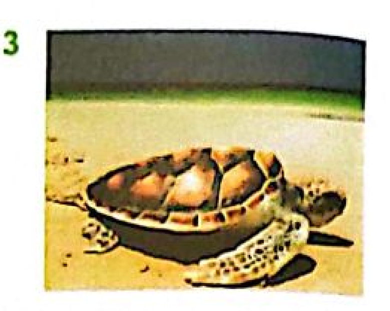


1 Look and write

crocodile dugong gazelle ibex turtle

1 
______

2 
______

3 
______

4 
______

5 
______

2 Match the animals in Exercise 1 to the places they live in the story

a Ras Hankorab, a beach ☐

b Gebel Elba, a high mountain ☐

c a mangrove forest near the Red Sea ☐

d Lake Nasser, a large man-made lake ☐

e Wadi el Gemal, a wadi in the Eastern Desert ☐

3 Ask and answer the questions with a partner

1 What did Jubari the gazelle learn from his mother?

2 What does Wadi el Gemal mean in English?

3 What do Jubari and his mother eat in the wadi?

4 What do Jubari and his mother drink in the wadi?

5 How do gazelles help the acacia trees?

6 Why does Jubari leave the wadi?



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4 Put the events of the story in order

a Jubari goes to the mountains. ☐

b Jubari the gazelle leaves the wadi. 1

c Jubari returns to the wadi. ☐

d Jubari goes to the beach. ☐

e Jubari goes to the mangroves. ☐

f Jubari goes to a lake. ☐



5 What did Jubari think about these places? Complete the sentences with these words

perfect | too dangerous | too salty | too steep | too soft

1



Jubari thought the mangroves were __________ for gazelles.

2



Jubari thought the beach was __________ for gazelles.

3



Jubari thought the mountain was __________ for gazelles.

4



Jubari thought the lake was __________ for gazelles.

5



Jubari thought the wadi was __________ for gazelles.

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6 Read and answer with a partner. Which animal in the story says these things? Why do they say them?

1. You can't drink that water!
2. Please don't walk here.
3. I can see a very big lake to the west.
4. Delicious gazelles don't need water to drink, do they?
5. You were right.
6. I'm so happy that you agree!

7 Ask and answer the questions with a partner

1. What is the moral in the story?
   - Animals need their mothers more than anything else.
   - Animals are happiest in the ecosystem they are born in.
   - Animals can live in many different kinds of ecosystem.
2. Which is your favorite place in the story? Why?
3. Which is your favorite animal in the story? Why?
4. Did you like the story? Why or why not?

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8 **Write a summary of Jubari's journey. Use *First, Then,* and *Finally***

9 **Do some research about one of the animals in the story. Answer these questions**

- Which ecosystems do they live in?
- Which places in Egypt do they live in?
- What living things in their ecosystem do they interact with?
- What non-living things in their ecosystem do they interact with?
- What do you think is interesting about these animals?

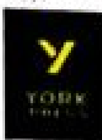
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Egyptian International Publishing Company – Longman



10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

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York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

First Published 2022
ISBN 978-977-16-1612-2
Deposit 17634/2022
Printed by Misr for Printing

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